DOCUMENT RESUME

ED 043 538 SO 000 266

TITLE	Social Studies, Grade 11, American History Studies in Political, Social, and Cultural Developments. Course of Study and Related Learning Activities. Preliminary Materials.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
SPONS AGENCY	New York State Education Dept., Albany. Center for International Programs and Services.
REPORT NO	Curr-Bull-1969-1970-Ser-13
PUB DATE	70
NOTE	365p.; History and Social Science Series
AVAILABLE FROM	Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N. Y. 11201 ($7.00)
EDRS PRICE	EDRS Price MF-$1.50 HC Not Available from EDRS.
DESCRIPTORS	American Culture, *American Government (Course), Citizenship, Concept Teaching, Current Events, Foreign Relations, *Grade 11, Humanities, *Inductive Methods, Instructional Materials, Interdisciplinary Approach, Learning Activities, Multimedia Instruction, Social Sciences, Social Studies Units, Social Systems, *State Curriculum Guides, *United States History, Values

ABSTRACT

The purpose of this American History survey course is to capitalize upon the knowledge that students may already have of the history of the United States. It is designed to allow a more intensive in-depth study of the nation's development and of our present political and social institutions. Thus, four major themes have been divided into broad problems with the subject matter indicated by specific questions: 1) the structure, operation, and evolution of the American government; 2) the pluralistic nature of American society; 3) selected social and cultural institutions which have developed with changes in the American way of life; and, 4) the formulation and development of the United States foreign policies as the country changed from a colony to a world power. Related important current events are woven into the curriculum. Fundamental to this course is the need for student inquiry and investigation leading to the development of critical thinking. To teach conceptually, an interdisciplinary approach requires incorporation of the basic concepts and methods of all the social science disciplines. The suggested learning activities and media which follow the content outline contain possible approaches for teaching. SO 000 265 discusses the basic considerations of the curriculum series. (SBE)

10-36
SO

ED0 43538

HISTORY AND SOCIAL SCIENCE SERIES

GRADE 11

American History (American Studies)

Course of Study and Related Learning Activities

BUREAU OF CURRICULUM DEVELOPMENT
BOARD OF EDUCATION OF THE CITY OF NEW YORK

00-4081-40

SO 000 266

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the U.S. Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the Board of Education of the City of New York.

New York City public schools should order additional copies of this publication from the Bureau of Supplies. Curriculum Publications List No. 00-4081-40.

Copies of this publication may be purchased by outside agencies from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N. Y. 11201. Checks should be made payable to: Auditor, Board of Education.

Price: $7.00

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
New York City
Board of Education
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

CURRICULUM BULLETIN . 1969-70 SERIES . NO 13

ED0 43538

SOCIAL STUDIES

GRADE 11

AMERICAN HISTORY

STUDIES IN POLITICAL, SOCIAL, AND CULTURAL DEVELOPMENTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Course of Study and Related Learning Activities

Preliminary Materials

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the U.S. Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the Board of Education of the City of New York.

BUREAU OF CURRICULUM DEVELOPMENT

BOARD OF EDUCATION OF THE CITY OF NEW YORK

BOARD OF EDUCATION

JOSEPH MONSERRAT, President
MURRY BERGTRAUM, Vice-President
SEYMOUR P. LACHMAN
MARY E. MEADE
ISAIAH E. ROBINSON, JR.

Superintendent of Schools (Acting)
IRVING ANKER

Deputy Superintendents of Schools

HARVEY K. ALLEN Businesss and Administration (Acting)	THEODORE H. LANG Personnel

SEELIG LESTER
Instructional Services

Bureau of Curriculum Development
DAVID A. ABRAMSON
Director (Acting)

DANIEL A. SALMON Assistant Director (Acting)	LEONARD SIMON Assistant Director (Acting)

COPYRIGHT 1970
BY THE BOARD OF EDUCATION OF THE CITY OF NEW YORK

Application for permission to reprint any section of this material should be made to the Superintendent of Schools, 110 Livingston Street, Brooklyn, New York 11201. Reprint of any section of this material shall carry the line, "Reprinted from (title of publication) by permission of the Board of Education of the City of New York."

FOREWORD

The United States is in the midst of a period of rapid, unprecedented technological and social change. The slogans of the past no longer seem applicable to the present. To be cogent and relevant, the curriculum must engage the student's natural curiosity and ensure his participation in a changing America.

Utilizing the insights of the new social studies materials, these American Studies offer an approach which will help students and teachers enter into relevant dialogue from which should come a heightened but realistic appreciation of the achievements and diversity of urban America.

The course investigates the changing machinery of government, the fabric of American pluralism, the social and cultural achievements of America, and concludes with a discussion of the nature and challenges of American foreign policy.

Throughout this course, art, literature, and music are used to widen the student's sensitivities and insights, to bridge the "generation gap" between students and teachers, and to provide additional materials by which students and teachers may carry on common exploration of American civilization.

This new program encourages the teacher to make use of different media to stimulate student curiosity and to turn the classroom into a living workshop.

SEELIG LESTER
Deputy Superintendent of Schools

ACKNOWLEDGMENTS

This course of study and learning materials was developed under the direction of Seelig Lester, Deputy Superintendent of Schools, as a cooperative venture of the Bureau of Curriculum Development, David A. Abramson, Director (acting); and the Bureau of Social Studies, Leonard W. Ingraham, Director.

Carl Golden, curriculum writer in social studies for the Bureau of Curriculum Development, was the principal researcher and writer for these materials.

The initial course of study was prepared by:

John Bunzel	Teacher, Social Studies	George Washington H.S.
Marvin Feldman	Teacher, Social Studies	Lafayette H.S.
Bertram Linder	Teacher, Social Studies	Hughes H.S.
Bernard Ludwig	Teacher, Social Studies	Jamaica H.S.
Murray Meiselman	Teacher, Social Studies	Tilden H.S.
Albert Post	Chairman, Social Studies	Sheepshead Bay H.S.
Joseph Scher	Chairman, Social Studies	Francis Lewis H.S.
Maurice Tandler	Teacher, Social Studies	Tilden H.S.

The course of study and learning activities were reviewed, tried, or evaluated by many staff members. Special acknowledgement is due:

Samuel Arbital, Research Teacher, Bureau of Curriculum Development
Carl Berlin, Chairman of Social Studies, John Bowne High School
Sidney Langsam, Chairman of Social Studies, Springfield Gardens H.S.
Albert Post, Assistant Director, Bureau of Social Studies
Edward Selzer, Chairman of Social Studies, J.H.S. currently on assignment to WNYE
Albert Zachter, Teacher of Social Studies, Seward Park H.S.
Harold Zlotnik, High School Curriculum Coordinator, Bureau of Curriculum Development

Special assistance in the preparation of the theme on American culture was rendered by:

Ben Chancy, Director, Bureau of Music
George Kaye, Acting Director, Bureau of Art
Israel Silberman, Acting Assistant Director, Bureau of Music
Harold Zlotnik, High School Curriculum Coordinator, Bureau of Curriculum Development

Draft of this course of study was tried out in a number of different high schools and reviewed by chairmen in many high schools. Also the Standing Committee in the Social Studies offered numerous constructive suggestions.

CONTENTS

Page

INTRODUCTION vi

CONTENT OUTLINE

Theme I: How Do We Govern Ourselves? 1

Theme II: Who Are We? The Pluralistic Society 6

Theme III: How Do We Live Together? Social and Cultural Development of Our Nation 11

Theme IV: How Should Our Nation Act as a World Power? 16

SUGGESTED LEARNING ACTIVITIES AND TEACHING STRATEGIES

Theme I: How Do We Govern Ourselves? 20

Theme II: Who Are We? The Pluralistic Society 196

Theme III: How Do We Live Together? Social and Cultural Development of Our Nation 201

Theme IV: How Should Our Nation Act as a World Power? 270

SUGGESTIONS FOR EVALUATION 330

PHILOSOPHY OF THE K-12 SOCIAL STUDIES PROGRAM 337

FEEDBACK SHEETS 352

INTRODUCTION

Background for the Teacher

The eleventh year course in American History represents a departure from the traditional survey of our nation's history. High school teachers have long recognized the inherent weaknesses in trying to "cover" all aspects of the subject from the colonial period to the present. The pressure of time has sometimes reduced study to a superficial perusal of topics and to an amassing of details. Students and teachers have not been permitted to linger long enough or to get more than a glimpse of the past. The sheer weight of content makes the teaching of concepts shallow at best. A further weakness of the traditional high school survey course in American history is that its subject matter is substantially the same as that taught in earlier grades. Teachers are well aware of the antipathy of their students to what is often deadening repetition. This cyclical approach neglects to capitalize upon the knowledge that students may already have of the history of the United States. The assumption has been that all students must repeat the cycle at each school level.

The purpose of this American History course is to remedy the shortcomings of this cyclical, lock-step survey. It is designed to allow a more intensive study of significant aspects of the nation's development and of our present political and social institutions. A deliberate attempt has been made to provide for studies in depth. Thus, four major themes have been singled out for study. Each of these themes is divided into broad problems. Within each broad problem specific questions are raised. Subject matter content is indicated for each specific question. In essence, the teacher will have freedom of choice of topics within each broad problem. The content is suggestive in nature; it is, designed to assist in the selection of data needed to answer the specific questions.

The broad problems are listed as guides for the teacher. They may be used as aims of individual lessons; as pivotal questions within a lesson, as major problems that will encompass several lessons, or as recurring problems to be studied in several themes. Similarly, each specific question within a broad problem is not necessarily intended for use in one lesson only; certain questions may extend over several lessons. Whenever possible, studies in depth should be planned around basic questions.

Fundamental to the course of study is the need for student inquiry and investigation. Often there is no single correct "answer" to a problem. But the search for an answer will lead to the development of critical thinking. To teach conceptually, teachers must make extended use of the interdisciplinary approach. Consequently, an effort has been made to incorporate the tools and understandings of the disciplines of sociology, anthropology, psychology, geography, history, economics, and political science into the course of study.

The suggested learning activities which follow the content outline contain possible approaches for teaching each of the four themes. They are, of course, in no way, mandated. Teachers will wish to devise their own activities according to the needs and experiences of their students. It is recommended, however, that a wide range of activities be utilized. Documents, statistical tables, cartoons, maps, pictures, graphs, films, and other relevant sources of information may be employed in a variety of ways to develop basic concepts and understandings in the social sciences.

Summary of the Course

As part of the K-12 sequence for the Social Studies, the eleventh grade course in American History focuses on a number of topics which are either by-passed completely or touched upon only in a most peripheral way in Grades 4 and 7. It will be recalled that Grade 4 deals with American leaders and groups of people who helped make this nation; and that Grade 7 is concerned with the development of the United States, geographically and politically.

Four major themes have been selected for investigation. Theme I is concerned with the structure, operation, and evolution of the American government. Theme II focuses on the pluralistic nature of American society. In Theme III, study is made of selected social and cultural institutions which have developed with changes in the American way of life. The final theme deals with the formulation and development of the United States foreign policies as the country changed from a colony to a world power.

Objectives of the Course of Study

To develop an understanding of some of the major forces shaping American History

To develop an understanding of our nation's heritage and its continuing progress toward liberty, equality, and justice

To develop an understanding of contemporary problems and the will and ability to work toward their solution

To develop a respect for the salient characteristics of democratic government: a respect for individual rights, an intelligent participation in voting and other civic responsibilities; a willingness to abide by majority decisions; an awareness of minority rights, and a commitment to peaceful procedures for making changes.

To develop loyalty to the ideals of American democracy.

To develop pride in the accomplishments of the United States and a faith in our future.

To develop a commitment to responsible citizenship: being well-informed; taking part in local activities, working with constituted authorities to preserve law and order; and drawing attention to important grievances and inequities.

To develop an interest in, and a concern for, the problems of world interdependence and peaceful cooperation.

To develop respect for individual integrity and high moral and ethical values.

To develop an open-mindedness to, and respect for, the opinions and ideas of others.

To develop a preference for a rational rather than an emotional approach to current issues.

Current Affairs

Throughout the year, important events that are related to the course of study will be woven into the curriculum. Should an event of unusual significance occur, such as an outbreak of war, a milestone in space exploration, a peace settlement, or a breakthrough in science, provision should be made for teaching about this event even though it is not specifically stated in the course of study or learning activities.

Scope and Suggested Time Allotments

THEMES		WEEKS (MAXIMUM)
Theme I	How Do We Govern Ourselves	12
Theme II	Who Are We? The Pluralistic Society	7
Theme III	How Do We Live Together? Social and Cultural Development of Our Nation	7
Theme IV	How Should Our Nation Act As A World Power	12

The Teaching of Controversial Issues

Having faith in the ability of well-informed citizens to reach sound conclusions for the general welfare, democratic society alone provides freedom for critical self-evaluation. This makes it all the more necessary that teachers help students see and cherish the fundamental values of the democratic way of life, and the clear superiority of democracy over totalitarian systems. With confidence in the tremendous achievements and potential of democracy, students can pursue, in the democratic tradition, the never-ending search for ever better ways of meeting the problems which arise within the framework of our dynamic, democratic society.

It is most important that youngsters be guided to a sober and thoughtful approach to the many pressing problems of our day. Such training by a teacher requires that he, himself, be particularly careful in example and procedure to set the highest standards of objective scholarship. Several principles formulated in Curriculum Bulletin No. 6, 1946-47, American History and Economics in the High School Curriculum are relevant:

> Teaching which cannot distinguish between fact and opinion or which lacks the intelligence, tact, or skill requisite for the presentation of controversial material, or which, by example, by word, by action, by the power of position, habitually seeks to impose upon pupils special theories and interpretations of life of events, or of government, can only be characterized as unsatisfactory and incompetent.
>
> On occasion and at appropriate age levels, the teacher must honestly answer the pupils' mature queries as to what the teacher might personally think about a given issue, problem, or point of view. The good teacher, however, will not only permit, but will actually encourage pupils to object to and criticize the point of view that he might present as his own personal interpretation.
>
> (The teacher's responsibilities include) the responsibility to achieve a scholarly competence, the responsibility to teach a controversy as a controversy and to present opinion as opinion, the responsibility to teach the truth and to admit ignorance when the truth is not known, the responsibility of developing in pupils a healthy respect for facts and of avoiding "opinionated and inflammatory pronouncements," the responsibility of avoiding the teaching of issues that are beyond the comprehension of pupils at a given age level, and finally, the responsibility of maintaining and manifesting at all times a decent respect for the dignity and worth of each individual.

How to Use This Bulletin

The materials for this grade are arranged in two sections. Section I presents the course of study. It includes a brief introduction, a summary of the course, the course objectives, a list of the major themes, suggested time allocations, and an outline of content. Basic understandings and related concepts from history and the social sciences are indicated for each theme.

Section II contains suggested learning activities and resources. The learning activities are organized around the same themes that appear in Section I and reflect a variety of teaching techniques. Included are samples of instructional materials and specific lesson suggestions. These highlight major concepts and skills that pupils should derive from the learning experience.

Also included in Section II are evaluative suggestions.

Recommendations for Teachers Implementing This Bulletin

1. Read both Sections I and II before planning.
2. Consult the lists of books and audiovisual materials for useful instructional resources.
3. Select and adapt learning activities in accordance with the interests, backgrounds, and abilities of the pupils. (In general, more activities have been provided than most teachers will be able to use within a single year.)
4. Create learning activities for those aspects of a particular theme for which additional activities are desired.
5. Use the evaluative suggestions in Section II to test pupil achievement.

This is a citywide curriculum. Modifications must therefore be made to meet the special needs of districts and schools under the direction of assistant superintendents and principals. Further adaptations will of necessity be made at the classroom level as the teacher plans the daily work for a particular group. These adaptations should, of course, reflect the overall philosophy of the program.

This is also an ongoing curriculum. The curriculum staff will use the feedback sheets attached herein in shaping the definitive courses of study and learning activities. Every effort will be made to develop additional instructional aids as requested by teachers and supervisors.

No curriculum bulletin is ever final. The staff responsible for the preparation of this material looks forward to your continued assistance in the development of a program rooted in sound scholarship; dedicated to the needs of all our children; and reflecting the best judgment and experiences of New York City teachers, supervisors, community leaders and other groups concerned with educational progress.

CONTENT OUTLINE

THEME I: How Do We Govern Ourselves?

Overview

The central theme revolves around the need for government and how the American government satisfies this need. It also discusses how the individual is protected against its abuse.

After the discussion of the use and organization of political power, specific historical periods are considered to show how our government became more democratic as a result of historical struggles over political power.

Why Are Governments Organized?

1. Why do men need governments?
   - a. Function of governments: need for justice, order and liberty
   - b. Different forms of government under which various degrees of justice, order and liberty are realized: absolute monarchy, aristocracy, oligarchy and democracy
2. How are governments organized?
   - a. Political power is institutionalized in different ways: written and unwritten constitutions
   - b. Political power can be centralized or decentralized
   - c. Citizens participate or do not participate in the political process
3. What forces outside the formal structure of government influence it?
   - a. Economic and social elite may directly and indirectly influence the use and direction of political power: "captains of industry", labor leaders, religious leaders, prestigious citizens, foundations and community organizations
   - b. The social environment and class structure can shape political structure: racial laws, poll taxes, marriage laws in the south

Understandings	Related Concepts
Men need some form of government to insure justice and order.	Man develops rules and laws to live together. (P.S.)
Different types of governments realize different degrees of justice, order and freedom.	The nature and structure of governments change. (P.S.)
Democracy makes possible the greatest degree of liberty and justice.	Democracy is a form of government in which ultimate power resides in the people. (P.S.)
Leaders of the economic and social forces in a society can exert important political influence.	Governments differ in the way power is obtained and exercised. (P.S.)

How is the American Government Organized?

1. How does the Constitution provide for the organization of political power?
   - a. Principles of our government: federalism and division of powers; separation of powers, checks and balance, rule of law; and the role of the people
   - b. Flexibility and adaptability for change: amendment process; elastic clause; unwritten constitution; judicial review

2. What role does Congress play in the use of political powers?

   a. Congress and the law-making process: how a bill becomes a law; committee system; lobbying and pressure group activities; hearings
   b. Responsibility of congressional representatives: conscience or constituency

Understandings	Related Concepts
The United States has a federal form of government.	Responsibility is allocated between national and local units. (P.S.)
Political power in the United States is divided among three different branches.	Governments differ in the way power is obtained and exercised. (P.S.)
The Constitution and the laws of the United States can be changed.	The nature and structure of governments change. (P.S.)
The Congress of the United States plays the major role in the law making process.	Democratic governments operate on the principle of majority rule. (P.S.)

3. How is the individual protected against the misuse of political powers? To what extent are his liberties and rights limited?

   a. Rights guaranteed by the United States Constitution: Bill of Rights; later amendments
   b. Conflict between police powers and individual rights: Gideon v. Wainwright (1963), Escobedo v. Illinois (1960), Griffin v. Illinois (1965), Miranda v. Arizona (1966)
   c. Freedom and responsibility: duties and obligations of citizens in a democracy

4. What role does the judiciary play in the organization of political power in the United States? What is the role of the judiciary in a democratic government?

   a. How cases originate in state courts
   b. Organization and scope of the federal courts and their relation to state and local courts
   c. Function of the judiciary in the system of checks and balances: judicial review and judicial legislation
   d. The U.S. Supreme Court today: continuing conflict over its powers and responsibilities

Understandings	Related Concepts
The Constitution contains specific safeguards to guarantee the rights of all Americans.	All men have inalienable rights. (C.C.)
Sometimes there may be a conflict between the rights of citizens and the police powers of the state.	Democratic governments make distinctions between free expression of minority points of view and subversion. (P.S.)
Citizens have responsibilities as well as rights.	Democratic living entails duties and responsibilities as well as rights and privileges. (P.S.)

How Does the President Play an Important Role Within the American Government?

1. How is presidential power exercised?

   a. Constitutional powers: executive, legislative, judicial, military, diplomatic
   b. Powers through usage and custom: party leader, "tribune" of all the American people, one of the leaders of the free world

2. How has presidential power expanded in the United States?

   a. Precedents and innovation: Washington, Jefferson, Jackson, Lincoln, T. Roosevelt, W. Wilson, F.D. Roosevelt
   b. Wartime leaders: Polk, Lincoln, Wilson, F.D. Roosevelt, Truman, and Johnson
   c. The ebb and flow of the power of the presidency due to: historical circumstance, character of the man in office, limit of term in office

3. Does an increase of presidential power strengthen or threaten American democracy?

Understandings	Related Concepts
The President is both the leader of the country and the head of his party.	Man develops rules and laws to live together. (P.S.)
Presidential powers include executive, legislative and judicial functions.	Governments differ in the way power is obtained and exercised. (P.S.)
In recent years, the powers of the Presidency have increased considerably to meet the growing problems.	As governements and their functions grow more complex, agencies are created to provide additional services. (P.S.)

How Can Individuals and Groups Influence the Use of Political Powers in the United States?

1. How can individuals and groups bring about changes in government policy?

   a. Influence of the mass media: press, radio, television
   b. Lobbying and other pressure group activities
   c. Role of citizens as members of political parties: primaries, conventions, campaigning
   d. Role of citizens as "the people": letters to the press; peaceful, legal picketing petitioning, voting
   e. The individual's resistance to "immoral" laws; abolitionists before the Civil War; Socialists and World War I; pacifists of the 1930's; the civil rights movement; and anti-war protesters
   f. Philosophy of passive resistance and civil disobedience

2. How do political parties make it possible for individuals to express themselves

   a. Nature of political parties: to reconcile divergent groups and their views (The Federalist, #10)
   b. Two-party system and the need for responsible opposition: Whigs and Democrats, Democrats and [illegible]ublicans
   c. Third parties ("Harbingers of [illegible] future"): Anti-Masonic, Liberty, Free Soil, Know-Nothing, Greenback-Labor, Populist, Socialist, and Progressive (1912 and 1924), American Party of George Wallace

Understandings	Related Concepts
Individuals can change the policy of the government through voting and organization of political parties.	In democracies, individuals and groups try to achieve their objectives by means of the ballot, political parties, pressure groups and the mass media. (P.S.)
Pressure groups influence governmental policy through lobbying, financial contributions, etc.	Active participation by citizens in the process of government helps insure the continuation of democracy. (P.S.)

Understandings	Related Concepts
Individuals can bring about a change in the law by a refusal to obey some specific law which they consider immoral.	Democracy has evolved from the struggles and experiences of the past. (P.S.)

How Did America Become More Democratic Through Significant Historical Struggles?

1. How did the American Revolution help us become more democratic?

    a. Philosophy and spirit of revolution: the Declaration of Independence
    b. Democratic changes: new state constitutions; reapportionment of representation; separation of church and state; abolition of primogeniture and entail; confiscation and break-up of Crown and Loyalist estates; restrictions on importation of slaves; emancipation in some states, and reform of the criminal law
    c. Undemocratic practices that still remained: slavery, limitation of political rights and limitation of women's rights

2. How was democracy expanded during the eras of Washington, Jefferson, and Jackson?

    a. Selection of Washington by election and beginning of a cabinet system; start of two-term tradition
    b. Jeffersonian democracy with its agrarianism, and opposition to the Alien, Sedition, and Naturalization Acts; first awakening of nationalism
    c. Jacksonian democracy with its egalitarian spirit; extension of white manhood suffrage; direct election of presidential electors; rotation in office; "spoils system"; professionalization of political parties; and rise of new religious groups; spread of abolition movement in the North and South - Frederick Douglass and William L. Garrison

3. How was democracy in the United States affected by the Civil War and Reconstruction?

    a. Formal removal of citizenship and voting disabilities on the basis of color; failure to implement economic rights or to sustain other rights for Negroes
    b. Formation of Reconstruction government which sent Negroes like Hiram R. Revels and Joseph H. Rainey to Congress and initiated reforms in: education, hospitals and social welfare
    c. Development of countervailing forces in the "Solid South" to limit drastically the significance of the 14 and 15 Amendments - rise of Jim Crowism
    d. Rise of Black leadership after reconstruction: Booker T. Washington - the Atlanta Compromise and W. E. B. DuBois - Niagara movement

4. How did the Progressive movement seek to preserve and to extend democrary in a dynamic, industrial society?

    a. Strengthening of political democracy; municipal reform; women's suffrage; initiative; referendum; recall; direct primary; Australian ballot
    b. Movement to restore equality of economic opportunity: graduated income tax; tariff reform; rise of labor unionism; monopoly legislation (dissolution vs. regulation)
    c. Reform movements: child labor laws; temperance drives; tenement legislation; factory laws; new educational opportunities
    d. Conservation movement for natural and human resources

Understandings	Related Concepts
The American Revolution brought about many further democratic changes.	Nature and structure of governments change. (P.S.)
The concept of democracy was broadened under various American Presidents.	Democratic governments have become increasingly concerned with the problem of providing equal rights and opportunities for all. (P.S.)
The expansion of democratic practices has many times come about as a result of the struggle of minority groups for their rights.	Democracy has evolved from the struggles and experiences of the past. (P.S.)

5. How did the New Deal and its aftermath expand the meaning of democracy?

   a. End of laissez-faire era with strong governmental intervention to promote human welfare
   b. Greater participation of newer groups in the American power structure: workers, farmers, minority groups
   c. Controversy over effect of government's expanded role upon the individual: agricultural price supports; tax structure; welfare and relief programs; public health and housing
   d. Controversy over effect of government's expanded role upon business: regulation of securities and exchanges; banking legislation; public power and public utilities; price fixing laws; stronger regulatory agencies
   e. Extension of educational opportunities

6. How has the civil rights movement brought about greater social democracy in the United States?

   a. The Supreme Court's decisions upsets the "old" established order in the North and South - Morgan vs. Virginia (1946-travel); Shelly vs. Krasmer (1948-housing; Terry vs. Adams (1953-voting); Brown vs. Board of Educationof Topeka (1954-Education); Sweatt vs. Painter (1960-Education)
   b. Civil Rights movement develops to upset the old pattern of segregation - Montgomery Bus Boycott, sit-in, non-violence
   c. Civil Rights legislation increases the role of the federal government - Civil Rights Act of 1957, 1960, 1964, and Voting Rights Act of 1965
   d. Difference between Civil Rights movement in the North and South

7. Did the programs of the "New Frontier" and "The Great Society" further social and economic democracy?

   a. The "New Frontier" initiates a new phase in war on poverty: Office of Economic Opportunity, community action programs, aid to Appalachia, etc.
   b. "Great Society" extends federal aid in: social security (medicare), education (the Elementary and Secondary Act), civil rights (Voting Rights Act of 1965 and Civil Rights Act of 1968)
   c. The development of controversy over war on poverty and "Great Society" programs - local institutions vs. federal institutions, revolution vs. evolution

Understandings	Related Concepts
Under New Deal the role of the federal government increased.	Governments are established to do for the individual what he cannot do for himself.
The Supreme Court under Chief Justice Warren upset traditional American legal practices.	All men are born free and equal in dignity and rights. (C.L.)
The "New Frontier" and the "Great Society" attempted to make America more democratic by a war on poverty and by the realization of greater social equality.	Democratic governments have become increasingly concerned with the problem of providing equal rights and opportunities for all. (P.S.)

Theme II: Who Are We? The Pluralistic Society

Overview

The cultural diversity of the American people is the central theme. We begin with a discussion of why people of different ethnic backgrounds came to the United States and then proceed to consider how migrants adjusted to and modified the society they found. The emphasis throughout is upon the interaction among the ethnic groups which created a unique American civilization.

Since we could not possibly include all the facets of diversity, the discussion begins with the difficulties of the European and Asiatic immigrant in adjusting to a new environment, and then proceeds to discuss, in depth, the Afro-American, the Puerto Rican and the Jew. However, teachers should feel free to include similar studies of the Italian, Irish, Greek, Polish, Swedish or Norwegian immigrant when there is relevancy to the needs of the school and the community.

Why Are We Called A Nation of Immigrants?

1. What is an American?
   a. Americans differ in national orgin, religious and cultural beliefs
   b. American civilization is the product of the intermingling of diverse cultural antecedents
   c. Every American has been influenced by the mixture of diverse cultures

2. Who were the first Americans?
   a. American Indians have a variety of cultures
   b. American policy toward the Indian: the ideal as embodied in the Northwest Ordinance; the reality as exemplified by Indian removals, disregard of treaty obligations, and life on the reservation
   c. The plight of the American Indian in 20th century

3. Why have people come to this country?
   a. Conditions which prompted immigrants to leave their homelands
   b. Conditions which attracted immigrants to America
   c. Northwest European immigration before 1890: the "old" immigration.
   d. Southern and Eastern European immigration after 1890: the "new" immigration
   e. Non-European immigration: Chinese, Japanese, Latin Americans

4. What problems have all immigrants encountered?
   a. Settlement in enclaves
   b. Adaptation to life in the new country: earning a living, making a home, learning new ways
   c. Immigrant's native language and customs helped and/or hindered his adjustment to American life

5. Why have most newcomers faced hostility from other groups?
   a. Causes of hostility to newcomers: religious, economic, political, social
   b. Psychological hostility because of a conflict of "life styles"
   c. Studies of hostility to newcomers:
      (1) Know-Nothing opposition to some Irish and Germans
      (2) Opposition to Orientals after the Civil War
      (3) Anti-Semitism and/or anti-Catholicism during the late 19th century
      (4) Anti-immigrant movements in industrial society: labor unions Nativist Movements

6. How has the immigration policy of the United States developed and changed?
    a. Reasons for unrestricted immigration: shortage of labor and political asylum
    b. Attempts to limit immigration (pre-1920): Gentlemen's Agreements
    c. Effects of the quota and national origins legislation of the 1920's
    d. Changes in immigration policy: McCarran-Walter Act (1952), Immigration Act of 1965

7. How have immigrants influenced, shaped and modified American life?
    a. Effects of immigrant groups upon the nation's economic life: settlement of the West; construction of transportation facilities; application of technical skills and methods to American production, small and large-scale; immigrants as consumers; immigrants as citizens
    b. Effects of immigrant groups on cultural life: religion, education, family life, arts, science

8. How did the immigrant become Americanized?
    a. Process of acculturation to American life through: public education, political parties, fraternal, and religious organizations
    b. Second and third generation Americans: retention and/or rejection of ethnic identity
    c. Assimilation or pluralism: the "melting pot" or the "mixing bowl"

Understandings	Related Concepts
American civilization is the product of intermingling of diverse cultural antecedents.	Societies draw upon ideas of ethnic cultures. (A-S)
Americans came to this country for various political, social and economic reasons.	Where man lives influences the way he lives. (G)
Almost every immigrant group faced hostility from other groups.	No scientific basis has been uncovered for determining the superiority of one culture over another. (A-S)
In the process of becoming Americanized almost every group faced unique problems.	All human beings have certain basic needs. (A-S)
America's immigration policy changed as different pressures were brought to focus on the federal government.	To achieve its goals, every society develops its own system of values. (A-S)

How did the Afro-Americans help shape and modify our pluralistic society?

1. What was the position of the Black man in colonial America?
    a. African cultural heritage
    b. Position of the free Negro and indentured servant
    c. Origin, extent and significance of the American slave trade.
    d. Difference between the African in his own society and his new position as a slave in the United States
    e. Slave rebellions

2. What was the impact of slavery on White America?
    a. Class structure in the North and South adapted to the institution of slavery
    b. Economic development in the North and South shaped and aided by slavery: growth of cotton cultivation, adequate cheap labor supply
    c. Slavery as a political institution and problem: in the Constitution, Northwest Ordinance, Abolition Movement, Mexican War, Compromise of 1850, Kansas-Nebraska Act, Dred Scott Decision, "Bleeding Kansas" Lincoln-Douglas debates, the Civil War

3. To what extent was the position of Afro-Americans changed by the Civil War and Reconstruction?

   a. Negroes in the Civil War both in the North and South
   b. Legal changes in the Negro's status during and after the Civil War: The Emancipation Proclamation; and the 13, 14 and 15 Amendments
   c. Black Reconstruction makes significant changes in the power structure of the South
   d. End of Black Reconstruction enables the White southerners to reassert themselves through legal infringement on the 14 and 15 amendments: poll tax, grandfather clauses, racial law, growth of the Klu Klux Klan and "Jim Crow "

4. How has the clash between America's traditional values of democracy and its treatment of the Afro-American created the "American Dilemma?"

   a. Nature of racial prejudice: ethnocentrism, xenophobia, scapegoats, job competition
   b. Scars of prejudice; alienation effects of Afro-American and whites
   c. Different movement toward equality (integration and separation): Booker T. Washington vs. W.E.B. DuBois: Marcus Garvey vs. most Negro leaders; Martin Luther King vs. Elijah Muhammed, NAACP, CORE, SNCC

5. What is meant by the "Afro-American Revolution?"

   a. Reason for activism in the 50's and 60's
   b. Goals of the movement: economic, political, social
   c. Role of the Federal government: civil rights legislation and Supreme Court decisions
   d. National reactions: backlashes - Negro and white; wider support for Negro movement; new consciousness of relation of employment to civil rights
   e. Unfinished business; gradualism vs. "now" and the rise of "activists"

Understandings	Related Concepts
The Afro-American came involuntarily to the United States with a rich heritage.	Customs, traditions, values and beliefs are passed from generation to generation. (H)
Slavery had a direct impact upon American society.	An understanding of the past helps man to comprehend the present and search into the future. (H)
The Civil War brought about a change in the position of the Afro-American although the extent of change differed territorially.	Every event, movement and institution has roots in the past. (H)
The "American Dilemma" is the result of the clash between American idealism and its treatment of the Afro-American	Democratic governments have become increasingly concerned with the problem of providing equal rights and opportunities for all. (P.S.)
Today, the Afro-American wants an end to racism and equal treatment in all facets of American life.	All human beings have certain basic needs. (A-S)

How Did The Puerto Rican Help Shape Our Pluralistic Society

1. Why did the Puerto Rican migrate to this mainland? in 40's and 50's

   a. Puerto Rican is an American citizen who came to the mainland because of: limited economic opportunity on the island; overpopulation; greater social mobility available on the mainland; increased opportunity for economic improvement; nearness and cheapness of travel to the mainland.

2. How has the Puerto Rican adjusted to American society?

   a. Puerto Rican adjustment has been hindered by: social discrimination; inadequate housing, insufficient bilingual schools and limited economic opportunities
   b. Maintenance of Puerto Rican culture: "El Barrio", Spanish press, store front churches, social organizations, literary societies
   c. Increased Puerto Rican participation in larger American society: Puerto Rican soldiers fought in World War II, Korean conflict and Vietnamese conflict; participation in garment industry, hotel and restaurant industry and professions:
      sports - Ruben Gomez, Orlando Cepeda, and Roberto Clemente
      politics - Manuel Gomez and Herman Badillo, Robert Garcia
      (This list was not meant to be exhaustive only suggestive)
   d. Growth of Puerto Rican out-migration partly as a result of economic growth on the island - "operation bootstrap"

Understandings	Related Concepts
The Puerto Rican came to the mainland to seek greater economic opportunities.	All human beings have certain basic needs. (A-S)
The Puerto Rican on the mainland faced serious problems in education housing and employment.	The environment in which a person lives greatly affects his opportunities for personal growth. (G)
The Puerto Rican has contributed to the American theatre, sports, politics and economic development.	Historical circumstances, not heredity, determine a people's cultural achievements. (A-S)

How Did The Jews Help Shape Our Pluralistic Society?

1. Why did the Jews immigrate to the United States?

   a. Reasons for early immigration: escape from religious persecution; collapse of liberal movements in Europe after Napoleonic period and revolutions of 1848 caused Jews to immigrate to escape harassment and persecution; desire to participate in democratic experiment
   b. "New" immigration occured because of: rise in anti-Semitism in Russia, Poland, Austria and France: growth of secularization in Eastern European Ghetto loosened the "social cement;" development in the United States of Jewish fraternal organizations like B'nai B'rith, Workmens Circle, Hebrew Immigrant Aid Society and others which aided the new immigrant find a place in the new society

2. How have the Jews adjusted to American life?

   a. Jewish were hindered by religious and social discrimination
   b. Earliest Jewish immigrants aided the growth of industry in New England and helped the Continental army - Jacob Rivera, Aaron Lopez and Haym Salomon
   c. Maintenance of Jewish subculture: Yiddish press, Jewish literature, literary societies, and social organizations
   d. Participation in the activities of the larger American society: Unions - Samuel Gompers, Sidney Hillman and David Dubinsky; business - Julius Rosenwald; David Sarnoff; creative arts - Leonard Bernstein, Saul Bellows and Bernard Malamud; science - Albert Einstein, Jonas Salk
      (This list was not meant to be exhaustive only suggestive.)
      civil rights - Rabbi Stephen Wise
   e. Conflict over direction of Jewish acculturation; assimilation or separation

Understandings	Related Concepts
Jewish immigrants have come to the United States since colonial times.	Where man lives influences the way he lives. (G)
Jewish immigrants faced many difficulties in adjusting to American life.	The environment in which a person lives greatly effects his opportunity for personal growth.
Jews have contributed to every aspect of American life.	Historical circumstances, not heredity, determine a people's cultural achievements.

(Note: The following problem on religion may be used at the option of the teacher)

Does Religious Diversity Enrich American Civilization?

1. Did early America enable different religious groups to live together in harmony?
    a. Conflict between tolerance and intolerance: Puritan "Government by Saints," Roger Williams and Anne Hutchinson, Maryland Toleration Act, Pennsylvania Charter of Privileges, Salem witch trials, Peter Stuyvesant and the Jews
    b. Disestablishment: Virginia Statute of Religious Freedom, Congregational Church in New England, removal of religious qualifications for voting and office holding, Northwest Ordinance
    c. United States Constitution: Amendment I
2. What is the changing role of religious organizations in our modern society?
    a. Influence of religious groups on contemporary institutions: education and social activity
    b. Controversies between Church and State: Engel vs. Vitale, flag salute cases, Bible reading cases, federal aid to parochial schools, role of unaffiliated
    c. Role of religious leaders in the Civil Rights Movement

Understandings	Related Concepts
Religious diversity has enriched American life.	Customs, traditions, values, and beliefs are passed from generation to generation. (H)
Religious differences have enabled Americans more readily to accept different religious groups.	Group living requires cooperation within and among groups. (A-S)
Religion has played a different role in the United States, depending upon the changing historical circumstances.	Man and civilizations have been motivated by moral and spiritual values and beliefs. (A-S)
There have been periods when there has been a conflict between religion and the state.	Democracy has evolved from the struggles and experience of the past. (P.S.)

Theme III: How Do We Live Together? Social and Cultural Development of Our Nation

Overview

In this theme, we examine some of the economic, social and cultural forces which have shaped our present values and institutions. It begins with a discussion of how European ideas, the frontier and public education directly influenced American culture. Then, we consider how technological change and the growth of the mass media have had a profound effect upon the American family, social structures and artistic expression. The teacher should feel free to adjust the material to meet the needs of the students and the community.

What Are Some Important Factors That Have Shaped American Values and Institutions?

1. How have European ideas influenced American civilization?
    - a. "Old and "new" testament became the basis of American religion and ethical values
    - b. English common law and practice - Natural rights, trial by jury, habeas corpus, etc. - influenced American legal practice, Declaration of Independence and Constitution
    - c. Mercantilism and laissez-faire shaped American economic institutions and the growth of American capitalism
    - d. Growth of European science has a direct impact upon America's technological development, and indirectly, on America's social values: Social Darwinism

2. How has the frontier shaped our social and cultural life?
    - a. Territorial expansion has constantly changed the territorial limits of the frontier and the type of people on it
    - b. Frontier has influenced class structure and democratic values
    - c. Frontier became part of American artistic expression: Mark Twain, Bret Harte,Hamlin Garland
    - d. The frontier "myth" becomes part of popular American culture: TV serials, Western movies, etc.
    - e. Destruction of the Indians

3. What has been the impact of free public education?
    - a. Public education has a direct influence upon the growth of American democratic ideals: Jefferson, Booker T. Washington, Horace Mann, John Dewey
    - b. Legislation has affected education: Northwest Ordinance, Morrill Act, Hughes Act, Smith Act, Elementary and Secondary Education Act and National Defense and Education Act
    - c. Public Education has been a major factor in the acculturation of immigrant groups
    - d. Public education as a vehicle of integration

Understandings	Related Concepts
American civilization has been influenced by European heritage, the legacy of the ancient world, and intellectual development of the European world.	Among the processes that have been productive of change are the movement of people; the transmission of the cultural heritage to succeeding generations; the appearance and diffusion of new ideas, attitudes, beliefs, and values; new inventions and discoveries; alterations in the physical environment. (H)
The frontier has influenced American culture.	Geographic factors have a significant role in the life of a nation. (G)

Understandings	Related Concepts
America's economic ideas have influenced American social values.	The culture in which a man lives influences his thoughts, values, and actions. (A-S)
Public education has played a role in shaping both American democracy and culture.	Children are taught the values, skills, knowledge, and other requirements for the continuance of society by their parents, peers, the school, and other agencies. (A-S)

What Has Been the Impact of the Revolution of Technology on American Life?

1. How has American society been influenced by science and technology?
    a. Rapid industrial and technological change: revolutions in manufacturing (Whitney, Howe, Goodyear, Ford) transportation; communication.
    b. Urbanization: emergence of the city as the focal point of American life
    c. Conservation: problems of air and water pollution, misuse of natural resources, proliferation of consumer products, planned obsolescence
    d. Automation and cybernation: technological unemployment, changing attitudes toward work, increasing leisure

2. How has technology produced a society which conflicted with the American dream?
    a. Definition of the American dream: equality of opportunity, the chance for mobility, outward and upward
    b. Nature of social stratification: accentuated by industrialism class status, role in society
    c. Social mobility: relation to education, aspiration levels, individual and group advantages and handicaps, (e.g., ethnic discrimination).
    d. Social classes affect the exercise of power

3. How has economic development changed family patterns?
    a. Growth of woman suffrage movement: Seneca Falls Convention; work of Elizabeth Stanton, Susan B. Anthony, and Sojourner Truth;
    b. Increase of conflicts among generations: subculture of youth, insecurity of old age, shifting roles of parents
    c. Loss of family-centered social living: economic independence of women, changing attitudes in child-parent relationships, diversity of leisure time activities
    d. Changes in marriage and divorce patterns: early marriages, causes for divorce; change in marriage and divorce laws

4. How has the rapidity and complexity of technological change influenced American artistic expression?
    a. Experimentation: new schools and media of expression, the penny press, national magazines, photography, motion pictures, radio, and television
    b. Case study of at least one of the following areas, comparing it in pre-industrial and industrial America: music, painting, literature, architecture, drama, sculpture, popular education, and the role of the mass media
    c. Pop Art

Understandings	Related Concepts
The rise and development of modern science and technology has changed American life.	Among the processes that have been productive of change are the movement of peoples: the transmission of the cultural heritage to succeeding generations; the appearance and diffusion of new ideas, attitudes, beliefs, and values; new inventions and discoveries; alterations in the physical environment. (H)
American society is divided along class lines which shape an individual's role in the larger society.	Man organizes many kinds of groups to meet his social needs. (A-S)
The industrial development of the United States has brought about changes in family patterns and attitudes.	Family organization has taken different form in different societies and at different historical periods. (A-S)
American artistic expression has also been influenced directly by the technological revolution.	Historical circumstances not heredity, determined a people's cultural achievements. (A-S)

How Have the Mass Media Shaped and Reflected American Life

1. How have the mass media affected the values and beliefs of the American people?
    a. Growth of great American newspapers which shaped American opinion - Pulitzer, Hearst.
    b. The decline of the independent newspaper, development of the national news agencies, and syndicated columnists, national magazines, nationwide book clubs, the rise of national radio and television networks, and the use of international communication facilities
    c. The role of advertising as an influence on social value
    d. Distortion of ideas which might accompany sensationalism, a developing method of communication; impact of sensationalism at home and abroad
    e. Effect of widespread dissemination of information and ideas: standardization of life patterns, uniformity of ideas and activities, conformity of thought
    f. The paperback revolution and the hope for a better informed public
2. How have patterns of public entertainment changed in modern America?
    a. Spectator entertainment; sports events, movies, and television
    b. Reading as entertainment: e.g., comics, popular magazines, best-sellers, conflict of low-brow vs. mid-brow vs. high-brow cults

Understandings	Related Concepts
The mass media shape directly or indirectly many aspects of American life.	The culture in which a man lives influences his thoughts, values, and actions. (A-S)
The kinds and significance of public entertainment has changed as a result of technological change.	Changes do not necessarily imply progress. (H)

(Note: The following discussion on the creative arts may be used whole or in part, depending upon time available and the interests of the students.)

How Have the Creative Arts Reflected and Influenced Social and Cultural Changes in America?

1. How has American architecture adapted to different economic and cultural needs?

   a. Earliest American architecture was functional and fashioned by the American Indian:
   adobe of the Puebloes, tepee and Navajo hogan
   b. Colonial America adapted European styles: Georgian houses in north and south, Dutch architecture in New England and Greek and Gothic revivals throughout the colonies - Thomas Jefferson's Monticello
   c. Victorian architecture provide the freedom and eloquence for the new industrial America - Henry Richardson and the firm of McKim, Meade and White
   d. Frank L. Wright and Louis Sullivan create the skyscraper to meet the needs of a growing urban America
   e. Use of new materials and shapes to meet the social and technological changes of the 20th century: Richard Neutra, Walter Gropius, Marcel Breuer, Buckminister Fuller, Mies Van Der Rohe, and Eero Saarinen

2. How has her painting reflected America's changing cultural values?

   a. Colonial America continued European styles in portraiture: Gilbert Stuart and John Copely.

   b. Hudson River school - Currier and Ives
   c. The Victorian Age produced painters who were influenced both by European styles and the American environment: John Sargent, Winslow Homer and Thomas Eakins
   d. The 20th century introduced a period of artistic revolution against tradition: the Armory show; American impressionists, post impressionists, post impressionists and surrealists
   e. Development of art as a form of social commentary: Andrew Wyeth, Jacob Lawrence, William Hopper, and others
   f. New trends emerge to give form to 20th century America's experiences: multi-media art, minimal art, films as an art form

3. How has American literature reflected changing social values?

   a. Earliest American literature was mainly a continuation of European historic and theological writing: William Bradford, John Winthrop, Cotton Mather, etc.
   b. Growth of a distinctive literature which reflected American cultural values: Benjamin Franklin, Ralph W. Emerson, Nathaniel Hawthorne, Herman Melville, Walt Whitman
   c. 20th century American literature mirrors the problems of a complicated, technologically advanced society: difficulties of individualism: Henry James, Ernest Hemingway, and William Faulkner; social problems - John Dos Passos, John Steinbeck, Theodore Dreiser, Lincoln Steffins; racial and individual alienation -- T.S. Eliot, J.D. Salinger, Richard Wright, Ralph Ellison, and James Baldwin

4. How has American music reflected changes in American ways of doing and thinking?

   a. Early American music was brought across the sea by the early settlers and was almost entirely functional in character--psalms, hymns, Scotch-Irish reels and jigs, English ballads
   b. In the nineteenth century, music began to follow two somewhat distinct paths - (1) serious music developed along lines similar to those in Europe, i.e, becoming largely non-functional and esoteric, and (2) popular music remained functional and took on forms peculiar to local situations: in the cities topical, sentimental songs; in rural areas folk songs, ballads, and spirituals

c. The twentieth century saw the continued development of both serious and popular music. United States developed an important school of composition including such figures as Gershwin, Copland, Harris, Barber, and Bernstein. In popular music, various types of music corresponding to public taste and to psychological and emotional need developed in great profusion--musical comedy, band music, ragtime, jazz and its many offshoots (boogie-woogie, bebop, progressive jazz, rock and roll, soul)

Understandings	Related Concepts
Early American art and literature weregenerally American adaptations of European themes.	Society draws upon ideas from other cultures. (A-S)
America has developed its own artistic self-expression.	Cultural contributions are not the monopoly of any ethnic groups (A-S)

Theme IV: How Should Our Nation Act as a World Power?

Overview

The theme begins with a discussion of the nature and importance of American foreign policy. Then it outlines how American foreign policy is made. After this, we discuss both why the United States became a world power and what responsibilities we face as a world power in the nuclear age. The theme ends with a discussion of current problems facing United States foreign policy.

What Should be the Goals of American Foreign Policy?

1. How does national interest influence U.S. foreign policy?
    a. Economic interests effect foreign policy: tarrifs, foreign loans, dollar diplomacy and economic imperialism
    b. Military security influences foreign policy: NATO, SEATO, Panama Canal and military position in South East Asia
    c. Ideology influence foreign policy: "make the world safe for democracy".

2. How does the desire for international cooperation shape U.S. foreign policy?
    a. The role of U.S. in the United Nations and its specialized agencies
    b. U.S. participation in Organization of America States and other inter-American programs
    c. Aid to developing countries and nations

3. Can the U.S. balance its desire for international cooperation with its own national interest?
    a. Conflict between the expansion of American economic interest and international cooperation in tariff reductions, international monetary stability and regional trading agreement
    b. Conflict between American military security and policies of other countries in South East Asia, South America and Eastern Europe

Understandings	Related Concepts
National interest is a basic principle of the foreign policy.	Nations tend to resist giving up sovereign power. (P.S.)
A nation's foreign policy should also contribute to international cooperation.	Nations organize with other nations to work together to achieve common aims. (P.S.)
At times there is a conflict between a nations desire for international cooperation and its national interest.	To achieve its goals every society develops its own system of values, (A-S)
It is very difficult to measure success in foreign policy.	The goals of society have varied in different times and places. (H)

How Is Our Foreign Policy Made?

1. How does the President help make foreign policy?
    a. Role of the President: Constitutional responsibilities, ultimate decision maker, spokesman for the nation, powers through usage
    b. The Secretary of State: advisor, negotiator, administrator of staff and embassies abroad
    c. Role of other agencies in the Executive Department: National Security Council, Joint Chiefs of Staff, Central Intelligence Agency, agencies administering foreign aid programs, other Cabinet departments

2. What is the role of Congress in foreign policy?

   a. Special Constitutional powers of the Senate: approval of treaties and presidential appointments, and with the House - Declaration of War
   b. Power to approve or disapprove all expenditure necessary to carry out any foreign policy
   c. Committees of Congress: House Committee on Foreign Affairs, Senate Foreign Relations Committee, special investigative committees, e.g. Fulbright Committee investigation of American policy in Viet Nam
   d. Partisan and bi-partisan support for a particular policy

3. How may individuals and groups outside of government influence the making of foreign policy?

   a. Pressure groups: business and labor groups, veterans organizations, ethnic groups, registered lobbyists for foreign governments
   b. Opinion makers: newspaper editorials, columnists, radio and television reports, magazines, educational associations, scholars, statesmen, and polls

Understandings	Related Concepts
The President under the Constitution has important powers in the conduct of foreign policy.	Governments are established to do for the individual what he cannot do for himself. (P.S.)
The President has created many different agencies to help him carry out his responsibilities.	As governments and their functions grow more complex, agencies are created to provide additional services. (P.S.)
Congress also influences foreign policy.	Governments make rules to promote the interests of society. (P.S.)
Public opinion and pressure groups have an important effect upon foreign policy.	In democracies, individuals and groups try to achieve their objectives by beans of ballot, political parties, pressure groups and mass media.

How Did We Become a World Power?

1. What makes us world power today?

   a. Natural and human resources
   b. Economic development: industrial capacity, technological advancement, financial strength, foreign investments
   c. Military power: atomic arsenal, conventional weapons systems, manpower capability, skills, and education

2. Why did we not become a world power before the end of the 19th century?

   a. Influence of the policy of isolation, Washington Farewell Address and Monroe Doctrine
   b. Economic expansion in the Middle West, Southwest and West
   c. Lack of large economic need for world markets or world resources
   d. Geographic isolation from other centers of political powers

3. How did we assume world leadership?

   a. Reasons for involvement in world affairs at the end of the 19th century: Industrial Revolution, closing of the frontier, social and economic unrest in the United States, party politics, ideas of imperialism, influential writers and statesmen (and others)
   b. Acquisition of overseas territories and emergence as a world power: Spanish-American War

c. Increased activities in the western hemisphere: Olney Doctrine, Panama Canal, Roosevelt Corollary, Dollar Diplomacy, Wilson and Mexico to the time of the development and extension of the Pan-American movement and the Good Neighbor policy
d. Increased trade and interest in the Far East: Open Door Policy, Russo-Japanese War, Gentlemen's Agreement, Stimson Doctrine, events leading to Pearl Harbor
e. Growth of American interest in Europe: World War I, Disarmament Conferences, World War II

Understandings	Related Concepts
America is a world power because of its natural resources, industrial development and its military establishment.	Geographic factors have a significant role in the life of a nation. (G)
America had not always wanted to be a world power.	Man is a product of his past. (H)
America has become more interested in the Caribbean, Asia and Europe.	As population density increases, the possibility of conflict and the need for cooperation increases. (G)

What Are Our Responsibilities as a World Power Today

1. How has the United States attempted to limit Soviet power in Europe and the world?

    a. Emergence of the U.S.S.R. as dominant nation in Europe challenged European stability and American interests in Europe
    b. World War II and Post-war arrangements: Yalta and Potsdam, Marshall Plan, Truman Doctrine, NATO
    c. American commitments to support West Germany and West Berlin
    d. Foreign Aid programs to the governments of Eastern Europe

2. How does the United States seek to promote international cooperation and permanent peace?

    a. Leadership in the United Nations: San Francisco Conference, United States financial support, etc.
    b. Participation in international rehabilitation programs: UNRRA, UNICEF, World Bank
    c. International control of atomic energy and of atomic weapons
    d. Peace Corps, Alliance for Progress, membership in Organization of American States

3. How can we maintain our national security and yet co-exist with Communist powers?

    a. Foreign aid programs: Alliance for Progress, International Economic Development
    b. Mutual defense treaties: NATO, OAS, SEATO
    c. Use of direct action - Truman Doctrine and Eisenhower Doctrine
    d. Development of the idea of peaceful coexistence
    e. Specific responses to threats to United States Security - Cuban missile crisis 1962
    f. Relations with Communist powers: recognition of governments in Eastern Europe, non-recognition of Cuba and the People's Republic of China
    g. Military response: Korean War 1950-53, Vietnamese War

4. In a rapidly changing world what immediate problems must the United States cope with?

   a. Sino-Soviet split
   b. Political and social unrest in Latin America
   c. Emergence of nations in Africa with serious economic and social problems
   d. Middle Eastern nationalism: Arab-Israeli dispute, Suez Crisis of 1956, Arab-Israeli War 1967
   e. Changes in the Western Alliance: Rise of independent France under DeGaulle
   f. Challenge to Russian supremacy in Eastern Europe: East German riots, Polish rioting, Hungary Rebellion, Czechoslovakia's desire for greater independence , Roumania's middle road

5. What long range problems might upset any balance between national interest and international cooperation?

   a. Nuclear proliferation and the need for nuclear disarmament
   b. The exploration of outer space
   c. Aid to the non-industrialized nations
   d. Increased pace of technological and scientific changes

Understandings	Related Concepts
America has emerged from World War II as one of the two superpowers.	An understanding of the past helps man to comprehend the present and search into the future. (H)
Since 1945 America has attempted to limit Soviet power throughout the world.	Varying attitudes toward change, as inevitable, produce conflict. (H)
The United States has supported the United Nations in an effort to promote international peace.	Nations organize with other nations to work together to achieve common aims. (P.S.)
The creation of a nuclear arsenal has made the problem of foreign policy more crucial and more difficult.	Nations tend to resist giving up sovereign power. (P.S.)
America's foreign policy should flexible to meet new situations arising from changing regional and world political patterns.	

SKILLS DEVELOPED SYSTEMATICALLY

Specific Map and Globe Skills
- Interpreting weather maps
- Using parallels and meridians
- Interpreting road maps
- Interpreting outer space maps
- Converting degrees of latitude into miles
- Converting degrees of longitude into time
- Reading polar projection maps

Time and Spatial Relationship Skills
- Developing critical thinking about events and dates
- Developing and using vocabulary of time expressions
- Placing related events in chronological order
- Developing numerical chronology
- Recognizing geographic facts
- Making associations of similar geographic facts
- Establishing a geographic region

Skills in Locating and Gathering Information
- Using a dictionary
- Using a preface
- Using an introduction
- Using picture and clipping files
- Using topical listings
- Using an atlas and a World Almanac
- Using a card catalog
- Taking notes
- Using footnotes
- Using cross-references
- Using Reader's Guide

Skills in Problem Solving and Critical Thinking: Analyzing and Evaluating Information
- Differentiating fact from opinion
- Determining how to arrange and organize data
- Interpreting pictures, graphs, tables
- Identifying sources
- Identifying emotional words
- Pointing out false ideas
- Evaluating speaker's qualifications
- Detecting evidence of propaganda

Skills in Problem Solving and Critical Thinking: Organizing Ideas
- Using technical terms
- Describing important people and events
- Using outlines
- Grouping related ideas
- Distinguishing main points
- Placing events in a sequence
- Defining and introducing a topic
- Using topic sentences
- Checking meaning of vocabulary
- Presenting conflicting views and statements
- Skimming and summarizing materials
- Making bibliographies
- Making footnotes

Skills in Problem Solving and Critical Thinking: Reaching a Constructive Compromise

- Seeing rights as a majority rule principle
- Seeing cause and effect relationships
- Comparing problems with previous experiences
- Recognizing what inferences may be made
- Suggesting solutions
- Discovering compromise that enables progress without destroying basic rights and institutions

Skills in Interpersonal Relationships and Group Participation

- Handling interruptions
- Suggesting alternatives
- Anticipating consequences of group discussion or action
- Defending a report
- Suggesting means of group evaluation
- Following parliamentary procedure

SKILLS MAINTAINED, REENFORCED, AND EXTENDED

Specific Map and Globe Skills
  Recognizing various kinds of maps and globes
  Orienting one's direction
  Learning to make map plans
  Devising symbols for maps and globes
  Learning names of cardinal directions
  Becoming familiar with map symbols
  Interpreting map symbols
  Interpreting maps
  Interpreting product maps
  Locating places on maps and globes
  Tracing routes
  Interpreting topographic features
  Interpreting scale of miles

Time and Spatial Relationship Skills
  Relating dates and locations to personal experiences
  Making use of calendar

Skills in Locating and Gathering Information
  Recognizing appropriate pictures
  Locating appropriate pictures
  Telling main ideas
  Asking questions
  Selecting facts and ideas
  Using newspapers and current magazines
  Recording main ideas
  Locating books related to subject
  Interviewing
  Locating magazines and periodicals
  Using title page
  Using table of contents
  Making inventories
  Developing a questionnaire
  Making outlines
  Using key words
  Using an index
  Using a glossary
  Using encyclopedias
  Using an appendix

Skills in Problem Solving and Critical Thinking: Analyzing and Evaluating Information
  Listening intently
  Identifying difficulties and problems
  Interpreting titles
  Re-reading for clarification
  Checking with other sources

Skills in Problem Solving and Critical Thinking: Organizing Ideas
  Recounting experiences
  Placing ideas in order
  Following directions
  Separating relevant from unrelated ideas
  Keeping to the point
  Selecting appropriate titles
  Listing

Skills in Interpersonal Relations and Group Participation
- Engaging in fair play
- Taking turns
- Following rules and laws
- Listening to reason
- Withholding judgment until facts are known
- Observing actions of others
- Developing courteous behavior
- Learning how to disagree
- Giving and accepting constructive criticism
- Finding ways to include newcomers
- Introducing people
- Inviting people
- Planning and contributing ideas
- Dividing responsibilities
- Keeping to the task
- Showing appreciation of others' efforts
- Making choices and decisions

SUGGESTED LEARNING ACTIVITIES AND TEACHING STRATEGIES

THEME I: How Do We Govern Ourselves?

Introduction

This theme is intended to help the student understand how political power is exercised in the United States. Besides a comprehension of the nature and limitations of American democracy, the material should promote active participation in government as well as critical thinking about governmental functions and policies.

To carry this out, it is of the utmost importance that the teacher continually relate the theme to the current political context. Elections, legislative programs, current Supreme Court decisions, presidential announcements should constantly be used as illustrative material to make certain that the student realizes the immediate relevance of what he is studying.

Furthermore, by the 11th grade the study of the American government should realistically consider both its achievements and shortcomings. However, it is important to help students develop an appreciation for the achievements of American democracy as well as develop within them an intellectual and moral commitment to assume the responsibilities that democracy places upon its citizens.

The learning activities in this theme are centered around eight significant problems:

I. Why are governments organized and how do they distribute political power?

II. What are the distinguishing features of our democracy?

III. How does our federal system work?

IV. How is power distributed within the national government?

V. What is the role of the presidency in our democracy?

VI. Why were the powers of the federal government increased?

VII. How can individuals and groups influence the use of political power in the United States?

VIII. What are the civil liberties and duties of an individual in our democracy?

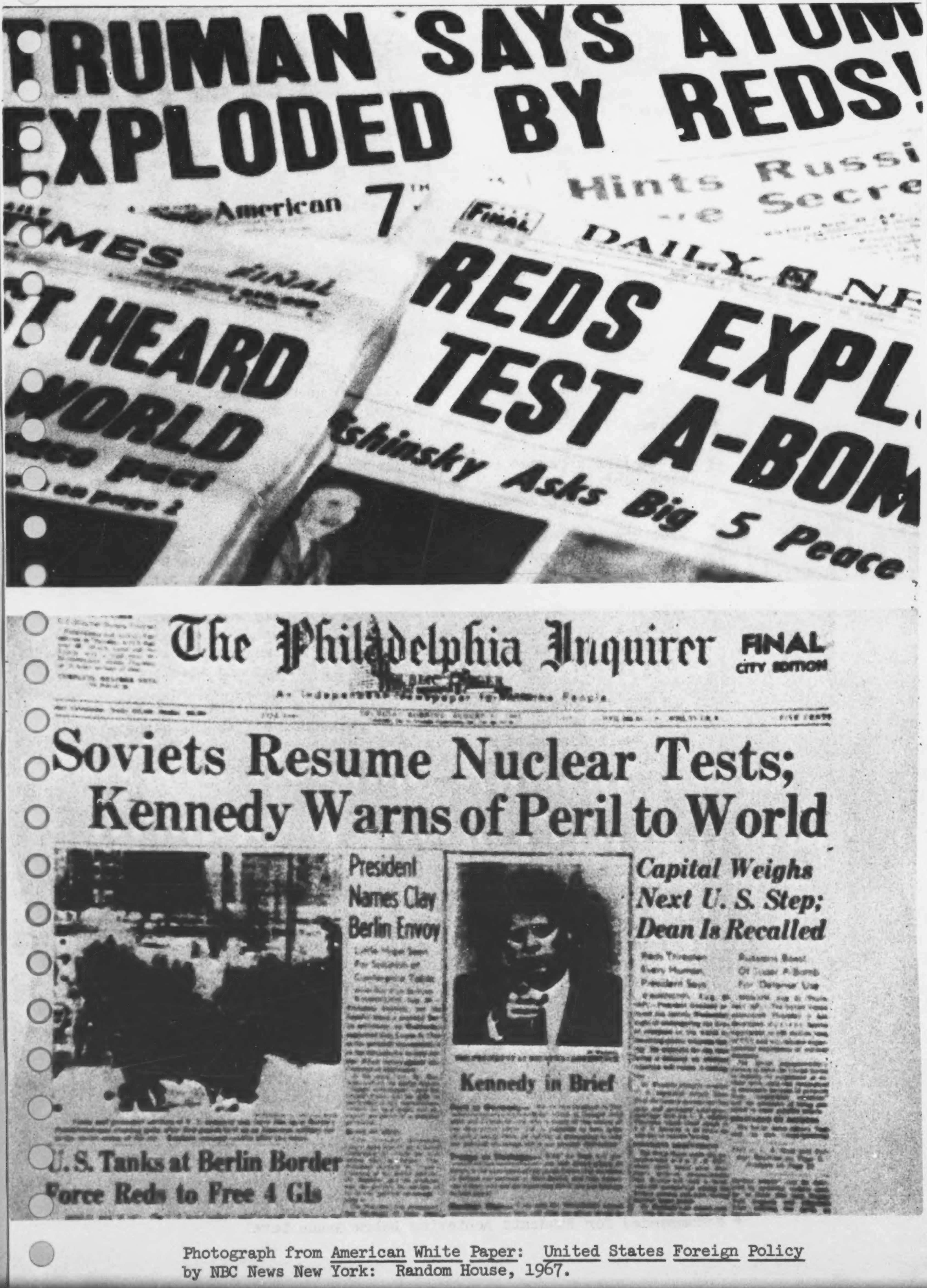
I. WHY ARE GOVERNMENTS ORGANIZED AND HOW DO THEY DISTRIBUTE POLITICAL POWER?

Emphases: Governments exist to make rules for group living.

Governments differ in the way political power is obtained and exercised.

Ultimate power, in a democracy, resides in the people.

A. Using a photograph to understand the importance of political power.



TRUMAN SAYS ATOM

EXPLODED BY REDS!

Hints Russi

Secre

American 7

TIMES FINAL

ST HEARD

WORLD

peace pact

on page 2

FINAL

DAILY NE

REDS EXPL

TEST A-BOM

shinsky Asks Big 5 Peace

The Philadelphia Inquirer FINAL CITY EDITION

Soviets Resume Nuclear Tests; Kennedy Warns of Peril to World

President Names Clay Berlin Envoy

Capital Weighs Next U. S. Step; Dean Is Recalled

Kennedy in Brief

U.S. Tanks at Berlin Border Force Reds to Free 4 GIs

Photograph from American White Paper: United States Foreign Policy by NBC News New York: Random House, 1967.

Questions for Inquiry and Discovery

1. What are the headlines saying?

2. Why would the announcement that the Russians have resumed nuclear tests cause worry in the United States?

3. How can the wise use of political power lessen America's worry?

4. What might happen if the United States government did not handle the situation wisely?

5. How might the foolish use of political power in the nuclear age lead to our total destruction?

B. Using fictionalized situations to help the student understand the uses of political power.

* Situation #1

It had been a week since the bomb had been dropped.

Slowly little knots of tired, hungry people began to emerge from the debris. The skyscrapers, which had made the skyline seem like a jagged row of broken bottles, were obliterated. The cluttered pavement was covered with glass and twisted steel, the broken shadows of the past.

But the past existed only in a whisper of a dream. The rude questions of how to find shelter, food, and living space were the immediate concern of those who had dug themselves out.

The city of Megalopolis was no more. Not only was it physically a past dream but the blast and then the fire had also consumed irreparably the innumerable social and political ties that enlivened the collection of brick, cement and steel.

As the various groups emerged, they sought each other out to find consolation or seek physical reassurance. As the gathering swelled some began to raise important questions. What should they do? Should they follow the old laws? Who should be the leader? Do they really need a leader?

Questions for Inquiry and Discovery

1. If you had just emerged out of the debris, what would be your major worry?

2. How would your major concerns influence the kind of government you would want?

3. What kind of government do you feel would best suit this situation?

4. Why do you think that the old form of government should be replaced?

5. What kind of leadership would be most suitable to help the people in this situation?

6. How would your knowledge of the past help you establish a new government?

* Recommended for Students Achieving Below Grade Level

** Situation #2

Have the class read the book, "Lord of the Flies" by William Golding and discuss the kind of society that the children set up on the island after the plane crash. Ask some member of the class to summarize the novel for the rest of the class. Center the discussion around these questions:

Questions for Inquiry and Discovery

1. How much freedom did each member of this unusual society have?
2. Of what importance were the symbols of power such as the conch shell?
3. Why was this society just or unjust?
4. Why would you like to live in such a society? If not, why?

Questions for Individual Study

1. How did the government established in "Lord of the Flies" differ from that established at either Jamestown or Plymouth?

* C. Using a historical text to understand why governments are formed.

A group of businessmen decided to form a company to found a colony. "Each man can put in as much money as he is willing to risk", they said. "If the colony succeeds, we will make money. If it fails, no one will lose much."

Then they had to get settlers. The company offered to pay the costs of travel of all those who would come to live. They also offered them clothing, tools, weapons, livestock, and food for a year. In return, the settlers promised to send back all the gold and silver they found for seven years. After that the land and its products would belong to the colonists.

One hundred and twenty men set out. Sixteen died on the voyage. Only twelve of the colonists were workmen. One was a soldier. Many were "gentlemen" who were not skilled at any job. The gentlemen thought it a disgrace to work with their hands. They were not suited to the hardships of life in a new land.

They reached a broad river. The colonists built their settlement on a small peninsula near the mouth of the river. The region had fertile soil, deep forests, and a mild climate. But few of the men wanted to work. A fort had to be built for their protection. There was land to clear of trees, to plow, and to plant crops.

The settlers had heard tales of the gold to be found. Instead of working, many men wandered about looking for gold and silver and enjoying the warm summer weather.

(Adapted from Living In The Americas by Cutright and Jerolimek, pp. 28-29).

Questions for Inquiry and Discovery

1. Suppose that you were one of the men who settled in this colony, what form of government would you want for the colony? Why?
2. What must the government do if this colony is to survive?

* Recommended for Students Achieving Below Grade Level
** Recommended for Students Achieving Above Grade Level

Follow up Activities:

a. Show the filmstrip, The First Settlers, and play the accompanying record (SVE A374-3). Ask the students to keep the following questions in mind as they look and listen:

   1. Why did the early settlers come to the New World?

   2. What conditions did they face in the New World?

   3. What kind of government did they establish? Why?

* b. Using the same filmstrip ask the student to identify what part each played in the government of the early colonies:

   1. Captain John Smith 2. Lord Delaware 3. King James

* c. Using the same filmstrip ask students to identify who did the following:

   1. I gave the colonists a grant to settle in the New World.

   2. I saved the colony by teaching everyone how to build homes, to grow and protect crops, and to trade with the Indians for corn and deer meat.

   3. I saved Captain John Smith's life and helped the earliest colonists by bringing them food.

   4. I discovered how to dry tobacco so it could be shipped to England.

D. Using simulation to help the students understand political power.

Ask the students to establish a local government, assuming that they are all the only inhabitants. The local village has just been incorporated in the state of New York. The main functions of the government are education, police protection and sanitation.

Ask the students to consider the following questions before they establish their government:

1. What kind of government do you want for your village?

2. Who should pay the taxes to support local services?

3. Someone in the town said that everyone should vote on all matters of local concern. Why would you support this? If not, why not?

4. Assume that the local government has passed the following local ordinances:

   a. No dogs can be kept in the village.

   b. All homeowners must keep their cars off the street at night.

   c. No homeowner can leave trash outside overnight.

What steps would you take if you felt these local ordinances were distasteful and illegal?

* Recommended for Students Achieving Below Grade Level

E. Using excerpts from political documents to understand the origins of political power.

Selection #1, THE MAYFLOWER COMPACT (1620)

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dead Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, I.C. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the Northern Parts of Virginia; Do by these Presents solemnly and mutually in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politik, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal laws, Ordinances, Acts, Constitutions, and officers, from time to time, as shall be thought most meet and convenient for the General Good of the Colony: unto which we promise all due Submission and Obedience.

Questions for Inquiry and Discovery

1. Why did the colonist, who sailed on the Mayflower, want to establish a new colony?
2. Why did colonists on the Mayflower feel they had to combine themselves "into a civil Body Politik"?
3. If you were on the Mayflower why would you not "promise all due Submission and Obedience."
4. Why did the writer of the compact separate "just and equal"?

Selection #2, FUNDAMENTAL ORDERS OF CONNECTICUT (1639)

Foreasmuch as it hath pleased the Allmighty God by the wise disposition of his divyne providence so to order and dispose of things that we the Inhabitants and Residents of Windsor, Hartford and Wethersfield are now cohabiting and dwelling in and uppon the River of Conecticott and the Lands thereunder adiegneing; And will knowing where a people are gathered together the word of God requires that to mayntagne the peace and union of such a people there should be an orderly and decent Government established according to God, to order and dispose of the affayres of the people at all seasons as occation shall require; doe therefore assotiate and consigne our selves to be one Publike State or Comonwelth; and doe, for our selves and our Successors and such as shall be adioyned to us att any tyme hereafter, enter into Combination and Confederation together, to mayntayne and presearve the liberty and purity of the gospell of our Lord Jesus wch we now prfesse, as also the disciplyne of the Churches, wch according to the truth of the said gospell is now practised amongst is; As also in or Civill Affaires to be and governed according to such Lawes, Rules, Orders and decrees as shall be made, ordered and decreed.

Questions for Inquiry and Discovery

1. Why did Thomas Hooker, the author of this document, want to establish a new commonwealth?
2. Would you want to live under this government? Why?

Selection #3, DECLARATION OF INDEPENDENCE (1776)

> We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with inherent and inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect safety and happiness.

Questions for Inquiry and Discovery

1. What did Jefferson, the author of this document, believe should be the aim of government?
2. Which concepts would you add to these of "life, liberty and the pursuit of happiness" for the goals of government?
3. Under what conditions would this document support revolution?
4. In what ways are the goals of government announced in the Declaration of Independence similar to those in the Mayflower Compact and Fundamental Orders of Connecticut?
5. Why does Jefferson believe that governments derive "their just powers from the consent of the governed"?
6. What are the important similarities between the Declaration of the Rights of Man issued during the French Revolution and the American Declaration of Independence?
7. Why were slaves not included in this statement?

II. WHAT ARE THE DISTINGUISHING FEATURES OF OUR DEMOCRACY?

Emphases:

Many American political ideas were derived from the English political tradition. However, America quickly developed her own unique democratic institutions such as town meetings, federalism and separation of powers.

American democracy includes civil liberties, free elections and a government, responsible and responsive to the people.

American democracy has not always included everyone.

A. Using excerpts from historical documents to illustrate English political practice.

Selection #1, Magna Carta (Jan. 15, 1215)

1. That the English church shall be free, and shall have her whole rights and her liberties inviolable (safe from sudden change)... We have also granted to all the freemen of our kingdom, for us and our heirs forever, all the underwritten liberties, to be enjoyed and held by them and by their heirs, from us and us and from our heirs...

12. No scutage (tax for military purposes) nor aid shall be imposed in our kingdom; unless by the common council of our kingdoms...

38. No bailiff, for the future, shall put any man to his law upon his own simple affirmation, without credible witnesses produced for that purpose.
39. No freeman shall be seized, imprisoned, dispossessed, outlawed, or edited, or in any way destroyed; nor will we proceed against or prosecute him except by the lawful judgment of his peers, or by the law of the land.

(Adapted from Living American Documents, edited by Starr, Todd and Curti, New York: Harcourt, Brace and World, 1961, p. 3).

Questions for Inquiry and Discovery

1. Which civil liberties did the Magna Carta confer on Englishmen?

2. If you had lived in London at the time of the Magna Carta, which civil liberty would you have considered the most important? Why?

3. Why could a democracy not exist if excerpt "39" was violated by the government?

Questions for Individual Study

1. What historical conditions led directly to the issuance of the Magna Carta?

2. Which ideas found in the Magna Carta can also be found in the American Bill of Rights?

Selection #2, Petition of Right (June 7, 1628)

They (your subjects) do therefore humbly pray your most excellent Majesty that no man hereafter be compelled to make or yield any gift, loan, benevolence, tax, or such like charge without common consent by act of Parliament; and that none be be called to make answer, or take such oath, or give attendance, or be confined, or otherwise molested....concerning the same, or for refusal thereof; and that no freeman....be imprisoned or detained; and that your Majesty would be pleased to remove the said soldiers and mariners; and that your people may not be burdened in time to come; and that the aforesaid commissions for proceeding by martial law may be revoked and annulled; and that hereafter no commissions of like nature may issue forth....

....and that your Majesty would be also graciously pleased, for the further comfort and safety of your people, to declare your royal will and pleasure that in the things aforesaid all your officers and ministers shall serve you according to the laws and statutes of this realm, as they tender the honor of your Majesty and the prosperity of this kingdom.

(Quoted from Living American Documents, edited by Starr, Todd and Curti, New York: Harcourt, Brace and World, 1961, p. 8).

Questions for Inquiry and Discovery

1. Why was it important to Englishmen that "no man hereafter be compelled to make or yield any gift, loan...without common consent by act of Parliament"?

2. Why did Englishmen want ministers to follow the "laws and statutes of this realm"?

3. How does this document reaffirm certain basic civil liberties for all Englishmen?

** 4. What was the specific historical circumstance that led to the issuance of this document?

** Recommended for Students Achieving Above Grade Level

Selection #3, English Bill of Rights (1689)

1. That the pretended power of suspending of laws or the execution of laws by regal authority without consent of Parliament is illegal;...
3. That the commission (authority) for erecting the late (recent) court of commissioners for ecclesiastical causes and all other commissions and courts of like nature are illegal and pernicious (corrupt);...
4. That levying money for or to the use of the crown by pretense of prerogative (right) without grant of Parliament ...is illegal;
5. That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal.
6. That...raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliment, is against law...
8. That election of members of Parliament ought to be free;
9. That the freedom of speech and debates or proceedings in Parliament ought not to be impeached (challenged as to the validity thereof) or questioned in any court or place out of Parliament;
10. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
11. That jurors ought to be duly impaneled and returned, and jurors who pass upon men in trials for high treason ought to be freeholders (landholders);
12. That all grants and promises of fines and forfeitures of particular persons before conviction are illegal and void;
13. And that, for redress of all grievances and for the amending, strengthening, and preserving of the laws, Parliaments ought to be held frequently.

(Quoted from Living American Documents, edited by Starr, Todd and Curti, New York: Harcourt, Brace and World, 1961, p. 22).

Questions for Inquiry and Discovery

1. What civil rights does this document confer?

2. Why are there no economic rights included in this Bill of Rights?

3. Which of these points do you feel had the greatest application in the United States?

4. Which of these English civil liberties are included in the American Bill of Rights?

5. Assume you were a resident of an English colony in America, how would these civil liberties protect you?

6. If you had all the civil liberties granted by the English Bill of Rights, would you consider yourself a free man? If you would not, why?

** 7. What specific historical circumstances led to the issuance of this document?

Questions for Individual Study

1. How did the Puritan Revolution and the Glorious Revolution further political democracy in England?

** 2. In what ways did the government of Oliver Cromwell smother or advance political democracy in England?

** Recommended for Students Achieving Above Grade Level

** 3. How did the religious struggle in 17th century England advance political democracy?

4. After all the political reforms had been enacted in the 17th century, which political freedoms were still not enjoyed by Englishmen?

5. How did the Puritan Revolution and the Bill of Rights destroy the idea of "Divine Right of Kings"?

** 6. How did the ideas of John Locke advance the cause of political democracy in England and the United States?

Follow up Activities:

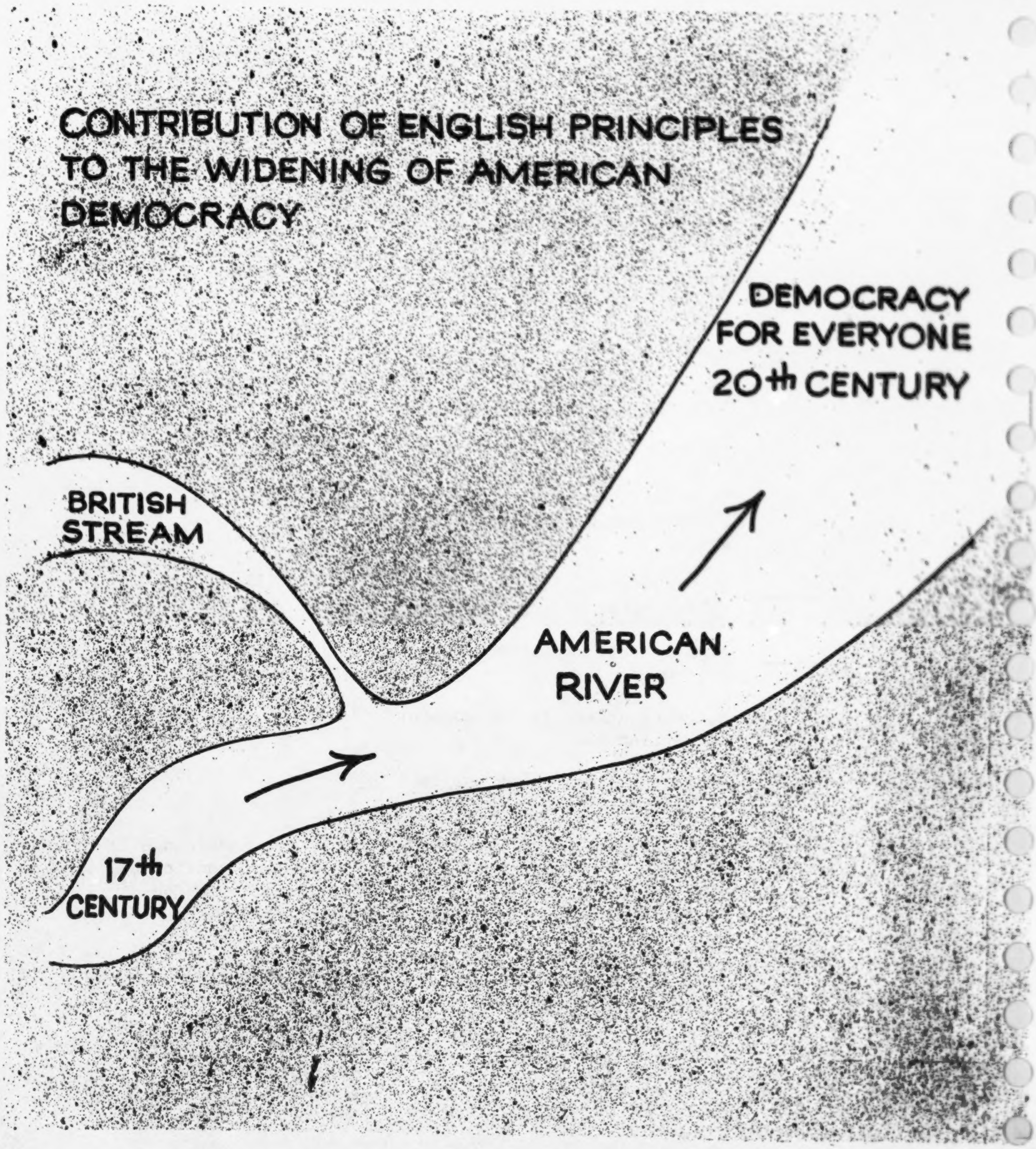
* a. Have the students put the correct letter of the document in which the rights can be found:

	Rights	Documents
____	No Englishman shall be seized without lawful judgment of his peers.	A. Magna Carta B. Petition of Right
____	No tax for military purposes unless voted by legal body.	C. Bill of Rights
____	Elections to Parliament shall be free.	
____	No taxes unless it has consent of Parliament.	
____	Ministers should obey the law of the land.	

** b. The students should bring in a copy of the American Bill of Rights and tell exactly which of rights found in the American Bill of Rights can be found in either Magna Carta, Petition of Right or the English Bill of Rights.

* c. Ask the students to fill in the elements of British democracy which helped broaden and deepen American Democracy in the 20th century.

* Recommended for Students Achieving Below Grade Level
** Recommended for Students Achieving Above Grade Level



CONTRIBUTION OF ENGLISH PRINCIPLES TO THE WIDENING OF AMERICAN DEMOCRACY
DEMOCRACY FOR EVERYONE 20th CENTURY
BRITISH STREAM
AMERICAN RIVER
17th CENTURY

English principles.

1. __________
2. __________
3. __________
4. __________
5. __________

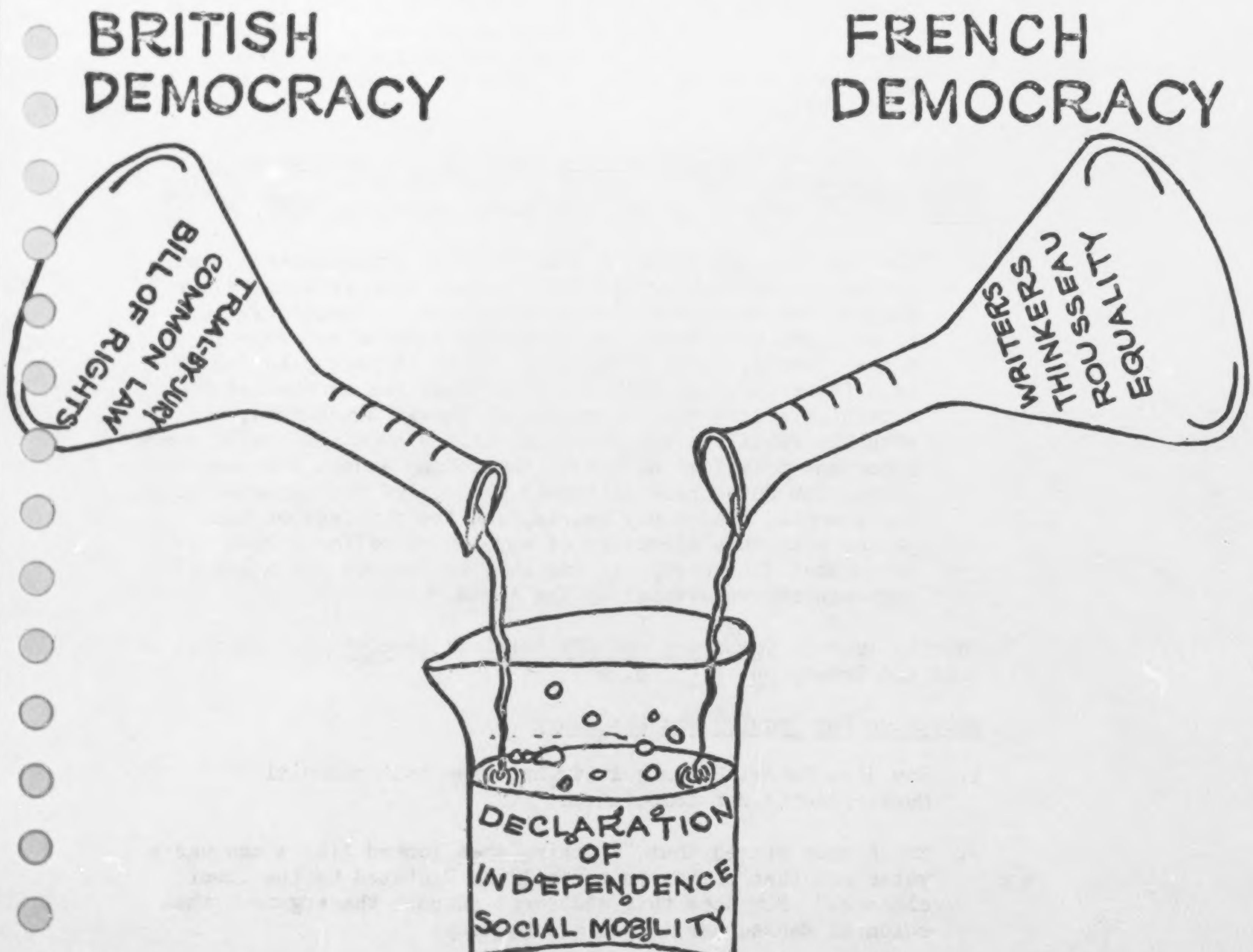
* d. Mimeograph the following cartoon and use the outline lesson plan based on the cartoon:

Aim: To show that both French and English democracy contributed to American democracy.
Motivation: Cartoon
Method: Developmental Lesson
Pivotal Questions:
1. What is happening in the cartoon?

2. What would be a good title for this cartoon?
3. What specific American democratic practices besides those listed come from French democracy?
4. What specific American practices besides those listed come from British democracy?

Final Summary:
5. Why does American democracy owe a debt of gratitude to French and English democracy?

Application:
6. Would America have been a democratic nation without the help of English and French ideas? Explain.
7. Which democratic ingredient from the past has given us the most freedom today? Why?


BRITISH DEMOCRACY
BILL OF RIGHTS
COMMON LAW
TRIAL-BY-JURY
FRENCH DEMOCRACY
WRITERS
THINKERS
ROUSSEAU
EQUALITY
DECLARATION OF INDEPENDENCE
SOCIAL MOBILITY
AMERICAN DEMOCRACY

* Recommended for Students Achieving Below Grade Level

* e. After the cartoon lesson the teacher should play a little game called, Where Did I Come From. List 5 major ideas in Declaration of Independence such as equality, inalienable rights, on the board and ask the students to tell:

1. What do these ideas mean?

2. Where did they come from?

** B. Using excerpts from interpretive histories to illustrate contrasting views on the extent of democracy in colonial Massachusetts.

> "It is not enough to say that the people of Massachusetts perhaps had more democracy than the people of Europe, but that they still did not have what we call democracy today. Neither is it sufficient to say that the germs of democracy were present, or that democracy, as a growing process if not as a reality, could be found in colonial times. When Hutchinson said that anything that looked like a man was a voter and that policy in general was dictated by the lower classes, he was certainly using the term "democracy" as we mean it now. A Hutchinson might deplore the view that government existed for the benefit of the people and that the people were to decide when government had served its proper functions, but this is the democractic idea. He might also deplore the fact that the people not only elected their representatives but also told them how to vote, yet this, too is democracy."

Robert E. Brown, Middle-Class Democracy and the Revolution in Massachusetts 1691-1780. (Quoted in Fine and Brown, The American Past, Vol. I, 2nd ed., p. 33. New York: McMillan, 1965, p. 33)

> "The second proposition is that colonial governments on the eve of the Revolution did not function democratically, nor did the men who controlled them believe in democracy. Even if we agree that there was virtually manhood suffrage in Massachusetts, it is difficult, for me at least, to see it as a democracy. In 1760 the government was controlled by a superb political machine headed by Thomas Hutchinson, who with his relatives and political allies occupied nearly every important political office in the colony except the governorship. The Hutchinson oligarchy controlled the superior court, the council, the county courts, and the justices of the peace; with this structure of appointive office spread throughout the colony, it was able to control the house of representatives elected by the towns."

Merrill Jensen, Democracy and The American Revolution. (Quoted in Fine and Brown, op. cit., p. 42)

Questions for Inquiry and Discovery

1. How does Robert Brown justify his view that colonial Massachusetts was democratic?

2. Hutchinson stated that "anything that looked like a man was a vcter and that policy in general was dictated by the lower classes." How does this statement support the argument that colonial Massachusetts was a democracy?

3. Why does Jensen claim that even if virtual manhood suffrage exists, this, in itself, does not constitute a democracy?

* Recommended for Students Achieving Below Grade Level
** Recommended for Students Achieving Above Grade Level

4. If you had lived in a New England town controlled by the Hutchinson oligarchy and you had had the right to vote, why would you have felt that you were not living in a democracy?

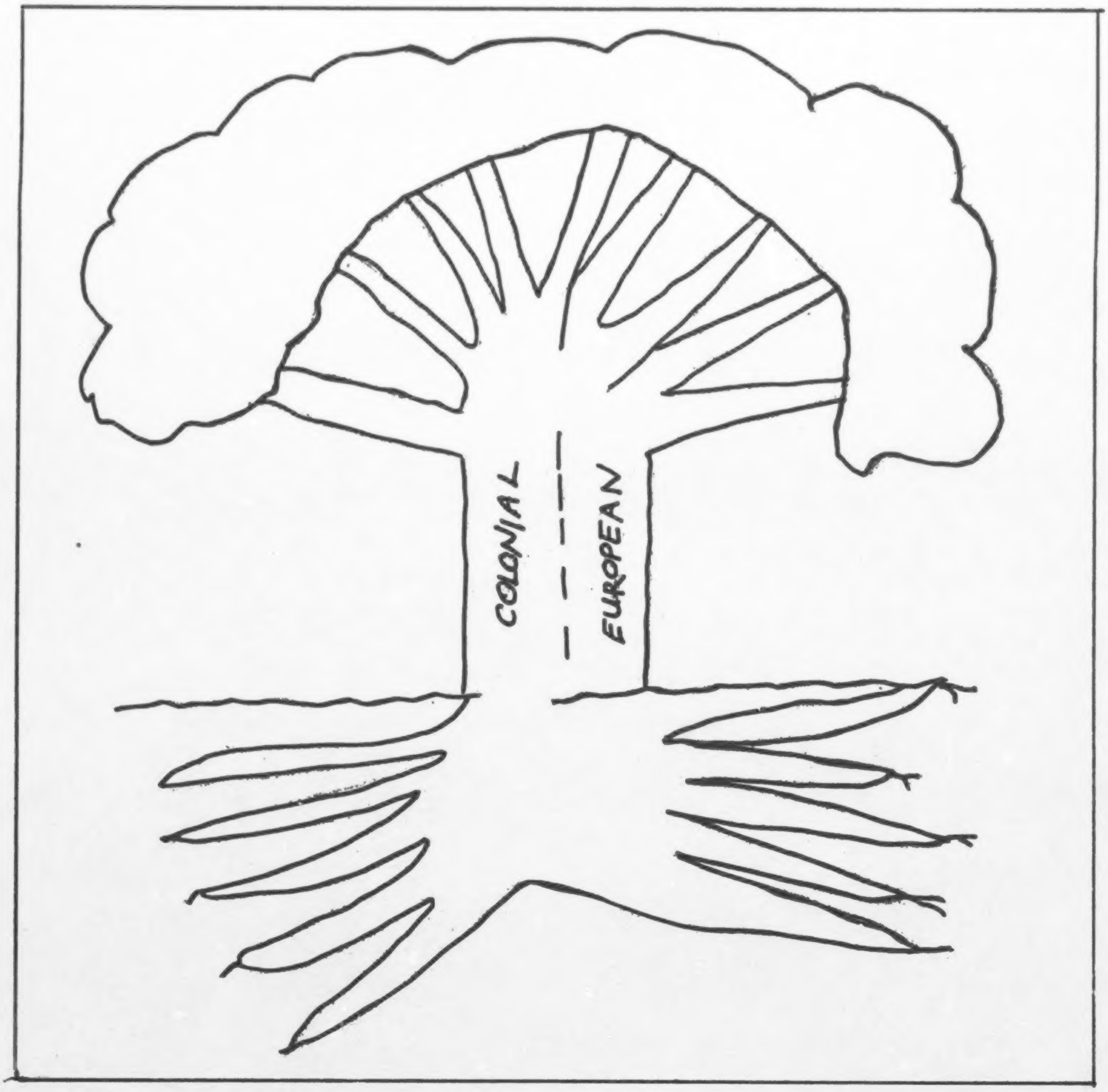
5. Which groups in colonial New England were never allowed to vote?

6. Why did religious affiliations play an important role in New England's political life?

C. Using a visual illustration to show the European and Colonial background of our political institutions.

Mimeograph the following diagram for the whole class.

"Roots" and "Branches" of the Constitution



EUROPEAN
- English Jury System
- English Parliament
- English Bill of Rights
- Locke's political philosophy
- Theories of French philosophers

COLONIAL
- House of Burgesses
- Mayflower Compact
- Town meetings
- Fundamental Orders of Connecticut
- Albany Plan of Union

BRANCHES
- Sovereignty of the people
- Elected legislature
- Bicameral legislature
- Trial by jury
- Representative democracy
- Congressional control Federal funds
- Separation of powers

(This illustration is taken from New York State Department of Education, Teaching American History, Albany, New York State Department of Education, 1965.)

Questions for Inquiry and Discovery

1. Which European political roots became part of our Constitution?

2. How were Montesquieu's ideas about separation of powers incorporated in our Constitution?

3. How were the ideas expressed in the Mayflower Compact and the Fundamental Orders of Connecticut incorporated in our Constitution?

Questions for Small Group Discussion

1. How did both European and colonial practices make a direct impact upon the American Constitution?

2. Which was more important to the growth of democracy in America, European or colonial practices? Explain.

3. Would democracy have developed in the United States if colonial America had not had any democratic practices? Explain.

D. Using small group research and discussion to illustrate the distinguishing features of our democracy.

Assign a section of the class to investigate and then list for the whole class the demands which college students are presenting to college administrations. A partial list would probably include: an end to ROTC, student participation in college policy making, etc.

The whole class should then discuss specific ways students can realize their demands within the framework of political institutions. The object of the discussion is to illustrate how they are protected by our political institutions and how they can achieve their goals within our political institutions.

III. HOW DOES OUR FEDERAL SYSTEM WORK?

Emphases:

Political power in the United States is shared among the national government, the state government and the local government.

National and local government are interrelated and interdependent.

The relationship between the national government and local government has become more complex in response to changing needs and conditions.

A. Using a case study of urban renewal to help students understand federalism. One teaching strategy for introducing and developing the idea of federalism is to discuss a significant contemporary problem in which the federal goverument, the states and the urban centers are necessarily partners. We have selected urban renewal for purposes of illustration. The teacher should feel free to discuss any other problem which may be more relevant to the needs of the students or the community. The aim of the discussion is not the explication of the problem but rather to illustrate our federal structure of government.

Excerpts from a presidential speech:

> "But here is the challenge to democracy: In this I see tens millions of its citizens - a substantial part of its whole population - who at this very moment are denied the greater part of what the very lowest standards of today call the necessities of life.
>
> "I see millions where daily lives in the city and on the farm continue under conditions labeled indecent by a so-called polite society half a century ago.
>
> "I see millions denied education, recreation and the opportunity to better their lot and the lot of their children.
>
> "I see millions lacking the means to buy the products of farms and factory and by their poverty, denying work and productiveness to many other millions.
>
> "I see one third of a nation ill-housed, ill-clad, ill-nourished."

(From F. D. Roosevelt, First Inaugural Address)

Main Provisions of the National Housing Act of 1937

> National Housing Act of 1937 was designed to alleviate housing conditions in low-income groups, established the U. S. Housing Authority under the Department of the Interior, authorized to extend low-interest 60-year loans to local public agencies meeting at least 10% of the cost of low cost slum clearance and housing projects, and to grant subsidies for setting rents geared to low income levels in areas where provided an amount equal to 25% of the Federal Grant.

Questions for Inquiry and Discovery

1. How did the National Housing Act of 1937 attempt to meet some of the problems mentioned in F. D. Roosevelt's speech?

2. How does the National Housing Act of 1937 provide for a partnership between the national government and the local government?

3. Which provision of the Constitution would the Federal Government employ to extend assistance to urban centers?

4. Why didn't the federal government take over complete financial responsibility for urban renewal?

5. Why didn't the localities initiate and control urban renewal completely?

6. How has the interrelationship between the federal government and the local communities increased in urban renewal in the last 20 years?

7. Amendment 10 to the Constitution states that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people." How could a believer in states' rights use this passage to support his argument that urban renewal is unconstitutional?

B. Using charts and diagrams to illustrate federalism

Draw two large overlapping circles on the blackboard. Each section of the two circles represents one of the following items:

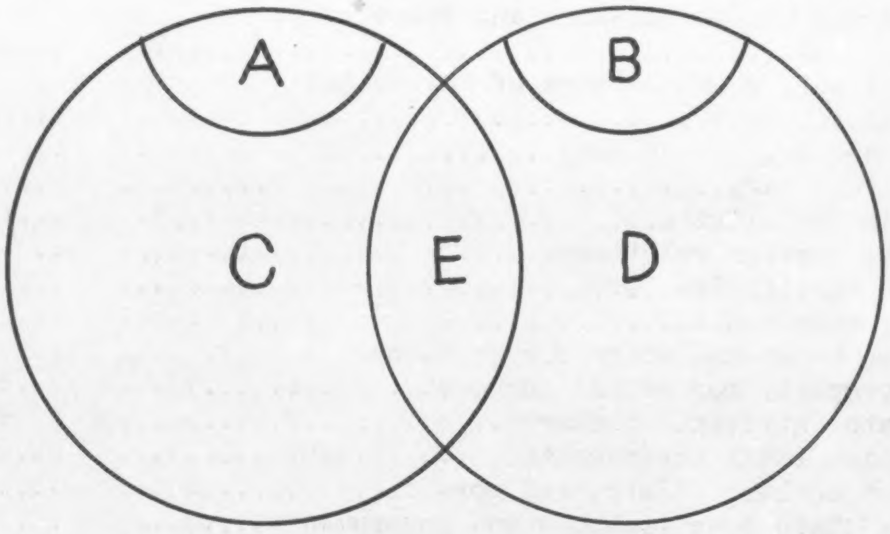
A. Restrictions on the national government

B. Restrictions on the states

C. Powers belonging only to the national government

D. Powers belonging only to the states

E. Powers that are shared by both the national government and the states (concurrent" powers)



Questions for Inquiry and Discovery

1. Why are the areas C and D large?

2. Why are the areas A and B small?

3. Why do both circles overlap?

4. Which of the powers delegated to the national government have increased substantially in the last 20 years?

5. Which of the powers delegated to the state government have increased substantially in the last 20 years?

6. Assume you had the power to make changes, give an example of some delegated powers you would add and some you would delete. Explain your reasons in each case.

7. Why is the federal systeam a compromise?

Questions for Individual Study

1. States' rights are usually identified with the southern section of the country. But throughout U. S. History, many different sections and groups have taken a states' rights position. For each of the following sections, tell why it took a states rights position in the specific issue mentioned:

Section	Issue
New England	War of 1812
South	Tariff legislation

Follow Up Activity

a. Mimeograph the following sheet and have the students put an X in the proper column after the branch of government which exercises the power.

EXAMPLES OF THE DISTRIBUTION OF POWERS IN THE AMERICAN FEDERAL SYSTEM

POWERS DELEGATED	NATIONAL	STATE
To make and enforce laws	....	.....
To conduct elections	....	.....
To tax	....	.....
To spend money to provide for general welfare	....	.....
To borrow money	....	.....
To regulate interstate and foreign commerce	....	.....
To coin money	....	.....
To fix standards of weights and measures	....	.....
To establish post offices and post roads	....	.....
To grant patents and copyrights	....	.....
To establish and maintain courts	....	.....
To define and punish piracies and felonies on the high seas	....	.....
To declare war, grant letters of marque and reprisal	....	.....
To raise and support an army	....	.....
To maintain a navy	....	.....
To provide for militia	....	.....
To conduct foreign relations	....	.....
To govern territories	....	.....
To ratify amendments	....	.....
To charter banks and other corporations	....	.....
To take property for public purposed	....	.....
To regulate intrastate commerce	....	.....
To establish local governments	....	.....
To protect health, safety, and morals	....	.....
To change state constitutions and governments	....	.....

POWERS PROHIBITED

May not impose direct taxes disproportionate to population and states..............................	....	.....
May not impose non-uniform indirect taxes............	....	.....
May not tax exports..................................	....	.....
May not give preference to one state over another in matters of commerce......................	....	.....
May not grant titles of nobility.....................	....	.....
May not enter into treaties..........................	....	.....
May not coin money, keep troops or ships of war in time of peace..................................	....	.....
May not pass laws impairing obligation of contract...	....	.....
May not tax imports..................................	....	.....
May not change state boundaries without consent of states involved................................	....	.....
May not abridge guarantees contained in Bill cf Rights...	....	.....
May not permit slavery...............................	....	.....
May not deny persons equal protection of the laws.....	....	.....
May not prevent persons from voting because of race, color, or sex..............................	....	.....
May not violate Federal Constitution or obstruct Federal laws...	....	.....

*b. To reinforce previous learnings, play Tic-Tac-Toe. Instead of using X's and O's, let X = N, powers of the national government, and O = S, powers of the state governments. Concurrent power can not be used. The students can fill in the following diagram, marking an "N" or "S" and listing the specific power.

N: To coin money		

*Recommended for Students Achieving Below Grade Level

C. Use of a Presidential speech to discuss the new federalism.

> "The first step is to break old patterns - to begin to think, work and plan for the development of entire metropolitan areas."

President Johnson, State of the Union Message, January 4, 1965.

Questions for Inquiry and Discovery

1. What does President Johnson mean by the phrase "metropolitan areas"?
2. Why have metropolitan areas developed?
3. Why does the idea of a metropolitan area upset the old pattern of federalism?
4. Why can't the older ideas of federalism more effectively meet the problem of the metropolitan areas?
5. How does the Triborough Bridge Authority begin to close the gap created by the older ideas of federalism?

Follow Up Activities

**a. Ask the students to list specific changes in the Constitution that would be necessary to provide a political framework for the new socio-economic reality of metropolitan areas.

b. Prepare a transparency of the New York metropolitan area and then have the class research and prepare overlays which will show:

1. Transportation pattern of metropolitan area
2. Population distribution in metropolitan area
3. Economic development of metropolitan area
4. Land pattern in metropolitan area

c. Lesson plan for use of transparencies in teaching significance of the new federalism:

Aim: To teach the significance of the new federalism
Method: Place a transparent map of the New York metropolitan area which has state boundaries clearly marked on an overhead projector.
Motivation: Why are state boundaries harmful to the development of this area?

Pivotal Questions

1. Why does this area include three states?	a. Historical reason b. Constitution c. Traditional economic development
2. How does the transportation pattern show that this is one economic area?	a. Show overlay #1. Which shows transport pattern?
3. How does the population distribution show that this is one economic area?	a. Show overlay #2. Which shows population distribution in metropolitan area?
4. How does the economic development of the area show that this is really one economic area?	a. Show overlay #3. Which shows economic development of metropolitan area?
5. What new political arrangement would better meet the needs of the metropolitan area?	

**Recommended for Students Achieving Above Grade Level

D. Using a speech and a magazine article to illustrate different opinions about the growth of federal power

> Government is in the business of housing the people, in prescribing the hours we can work, with whom we must work, the salaries we are paid and the tax to be withheld from that salary, the schools our children can go to and with whom they must sit and play.... It is meddling with your health, your general welfare, your old age and your retirement, your security after retirement, your savings and the banks in which you place your savings, the conduct of your city, its police department, and its department of health; the conduct of the affairs of your state, and its law enforcement, its elections, the composition of its legislature, and every other facet of your life, private and public.
>
> . . . .
>
> ...The first thing to decide is whether we want to live in a constitutional republic or under a socialistic despotism. Theoretically, I suppose the vast majority would say they prefer constitutional government but, as a matter of truth, that same majority is unwilling to jeopardize the spurious but temporary prosperity linked to current socialistic practice. Indeed.... too many of us have sold the future for the hope of free medical care, free college education, social equality, and security against poverty.
>
> . . . .
>
> ...George Washington...warned of the dangers inherent in an unrestrained Supreme Court -- he said: "If...the distribution.... of the constitutional powers be in any particular wrong, let it be corrected by an amendment in the way which the Constitution designates. But let there be no change by usurpation; for though this, in one instance, may be the instrument of good, it is the customary weapon by which free governments are destroyed."
>
> Abraham Lincoln thought it necessary to tell the people: "If the policy of the government...is to be irrevocably fixed by the decisions of the Supreme Court the people will have ceased to be their own rulers, having to that extent partically resigned their government into the hands of the eminent tribunal."
>
> ...We must make a choice between the form of government conceived by those who captured our freedoms from Great Britain in the Revolution and this new form of government, a centralization...Whether this nation is to be governed by the rule of law, under the Constitution, or the rule of man, unfettered by any restraint, constitutes the most vital question of this day...

(From an address by Justice Millard F. Caldwell of the Supreme Court of Florida.)

> Appalachia is a region as large as all Great Britain and the home of 15 million Americans. Once, long ago, it was green and rich. For years it has been sick and now it is dying, a charity patient of affluent America.
>
> . . . .
>
> President Kennedy was deeply distressed by the destitution and demoralization he encountered in West Virginia during the preferential primary in 1960. He created the President's Appalachian Regional Commission (PARC) to consult with the governors of the 11 states having counties in the Appalachian Mountains and to formulate a regional program calculated to bring prosperity to the jaded highland communities.
>
> . . . .

> ...Each state was authorized to veto any proposal which it deemed unsatisfactory, whether advanced by Washington or by another state. This new partnership arrangement, by which the federal government provides the lion's share (80 per cent) of the money and the state governments (whose historic dereliction brought about most of the trouble) get the lion's share of the resulting political credit, was hailed by PARC and Appalachian Congressmen as a significant advance in state-federal relationships.

. . . .

> ...Appalachia is a beautiful country whose major resource is bituminous coal. Its wooded hills are stuffed with the fuel, and mining has shaped its tragic history...Until about 1948 coal was an immense industry, the counterpart of steel. As a mass employer, it was beset by oil and gas and advancing mining technology, and collapsed abruptly. Scores of coal companies were forced out of business in the 1950's...Thus hordes of industrial workmen were left stranded in the (Appalachian) mining communities. They were men who had been educated for the mines; their communities were poorly built and were without decent schools, hospitals, or roads. In the last decade the jerry-built communities have turned into people-sites. The land is scarred with crumbling shacks, tipples, commissaries, and coal heaps. The demoralized people, long dependent on public assistance for their bread, have littered the roadsides and streams with countless automobile hulks and trash dumps. The creeks and rivers are reeking sewers.

(From "Misdeal in Appalachia," by Harry M. Candell, Atlantic, June 1965.)

Questions for Inquiry and Discovery

1. Why does Justice Caldwell feel that the centralized government is encroaching on our everyday life?

2. How might Justice Caldwell deal with the situation in Appalachia?

3. Why would Justice Caldwell object to President Kennedy's program for Appalachia?

4. Why would the writer in Atlantic Monthly feel that only "the federal government can build atomic weapons and interstate highways...Only the federal government can maintain a national tobacco program...Social Security...and protection for all Americans of every race in the enjoyment of their full constitutional rights..."

**5. Chief Justice Earl Warren in Miranda v. Arizona stated:

"If the interrogation continues without the presence of an attorney and a statement is taken, a heavy burden rests on the government to demonstrate that the defendant knowingly and intelligently waived his privilege against self-incrimination and his right to retain or appoint counsel..."

Why might Justice Caldwell feel that this statement by the Supreme Court represents an illegal encroachment of federal judicial power on state legal practices?

6. In the Annals of America, vol. 18, p. 372. An article by a Southern Congressman which states...the Supreme Court of the United States, with no legal basis for such action, undertook to exercise their naked judicial power and substitute their personal political and social ideas for the established law of the land...

We decry the Supreme Court's encroachment on rights reserved to the states and to the people, contrary to established law and to the Constitution.

**Recommended for Students Achieving Above Grade Level

How would this statement support the arguments of Justice Caldwell? How could this argument be used to destroy President Kennedy's proposals for Appalachia?

Follow Up Activities:

a. Use the following topics for a class debate :

   1. Resolved that the federal government has too much power.

   2. Resolved that only the federal government has the power to meet America's needs.

   3. Resolved that an increase of federal power will lead to socialism.

   4. Resolved that as federal power increases freedom decreases.

b. Organize a panel of students to discuss what steps the state government and the federal government can take to meet the problems of Appalachia.

   Other students should be assigned to analyze the solutions given by the panelists, using the following criteria:

   1. Is the proposal realistic?

   2. Would the proposal meet the problem?

   3. Would the proposal limit the freedom of the people in the area?

*c. Show the film, The River, produced by the U.S. Dept. of Agriculture 1939, ordered by title from BAVI Pay Collection.

   Before viewing:

   1. Explain that the film is a description of how the T.V.A. brought about changes in the lives of the people of the Tennessee Valley.

   2. Outline verbally the conditions that existed in the area before T.V.A. - illiteracy, poverty, etc.

   3. Ask students to look up the meaning of the following words:

   T.V.A., share cropping, rural electrification, public authority.

   4. Assign students to read about T.V.A. in their textbook.

   During viewing:

   1. Have students answer following questions:

   a. What problems did the Tennessee Valley face?

   b. Why were the people in the area depressed?

   c. How did the government attempt to meet the problems?

   d. Did the people of the Tennessee Valley lose their freedom?

   After viewing:

   1. Discuss with class whether people in the area lost some freedom as a result of the T.V.A.

   2. Assign students to report about economic and social changes which the T.V.A. brought about.

   3. Final discussion: Should there be more T.V.A.'s?

*Recommended for Students Achieving Below Grade Level

IV. HOW IS POWER DISTRIBUTED WITHIN THE NATIONAL GOVERNMENT? SEPARATION OF POWERS AND CHECKS AND BALANCES

Emphases:

Political power within the national government is divided among the three branches of government.

Each branch of government can exercise a check on the other two branches of government.

A. Using excerpts from political thinkers to help student understand the reasons for separation of powers.

Reading #1 -

> "In every government there are three sorts of power: the legislative, the executive, and...the judiciary....When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty.... Again, there is no liberty if the judiciary power be not separated from the legislative and executive. Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control, for the judge would then be legislator. Were it joined to the executive, the judge might behave with violence and oppression. There would be an end of everything were the same men or the same body...to exercise all three powers...."

(From The Spirit of Laws by Montesquieu)

Reading #2 -

> "The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny."

(From The Federalist, No. 47 by James Madison)

Reading #3 -

> "But the great security against a gradual concentration of the several powers in the same department consists in giving to those who administer each department the necessary constitutional means and personal motives to resist encroachments of the others. The provision for defense must in this, as in all other cases, be made commensurate to the danger of attack. Ambition must be made to counteract ambition. The interest of the man must be connected with the constitutional rights of the place. It may be a reflection on human nature, that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external or internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself."

(From The Federalist, No. 51 by James Madison)

Reading #4 -

> "The Constitution contemplates power as well as powers; it does not create three independent departments of government; it creates blended and inter-connected departments; it does not give all legislative powers to one, all executive powers to another; and all judicial powers to the third. In other words, the separation of powers is a fiction, partly true, but essentially false or at least misleading. The framers understood that government in action is power. They tried to pit the ambitions, interests and forces of human beings in the three departments against one another in such a way as to prevent any one set of agents from seizing all power, from becoming dangerously powerful."

(From The Republic by Charles A. Beard)

Questions for Inquiry and Discovery

1. Why does each of the writers feel that there is a better chance to maintain freedom if the exercise of power within the national government is divided among three separate branches?

2. "Ambition must be made to counteract ambition." How does the separation of powers carry out Madison's desire?

3. Why does Charles Beard feel that "the separation of powers is a fiction, partly true, but essentially false or at least misleading"?

4. How does the Constitution specifically carry out the beliefs or each of these writers in respect to the separation of powers?

**5. Richard Hofstadter in his American Political Tradition has described the checks and balance system as a "harmonious system of mutual frustration." Would any of the previous writers agree with him? Discuss.

**6. James MacGregor Burns has argued in his book, The Deadlock of Democracy, that the urgency of our modern problems, and the furious pace of social and economic change throughout the world make protracted delay in governmental action a luxury we can no longer afford. How might the separation of powers lead to what Burns feels is a serious problem?

Questions for Small Group Discussion

1. Does the separation of power provide for an effective government during a time of crisis? Explain.

2. Why might there be difficulties in dealing with a crisis if we had a Republican President and a Democratic Congress?

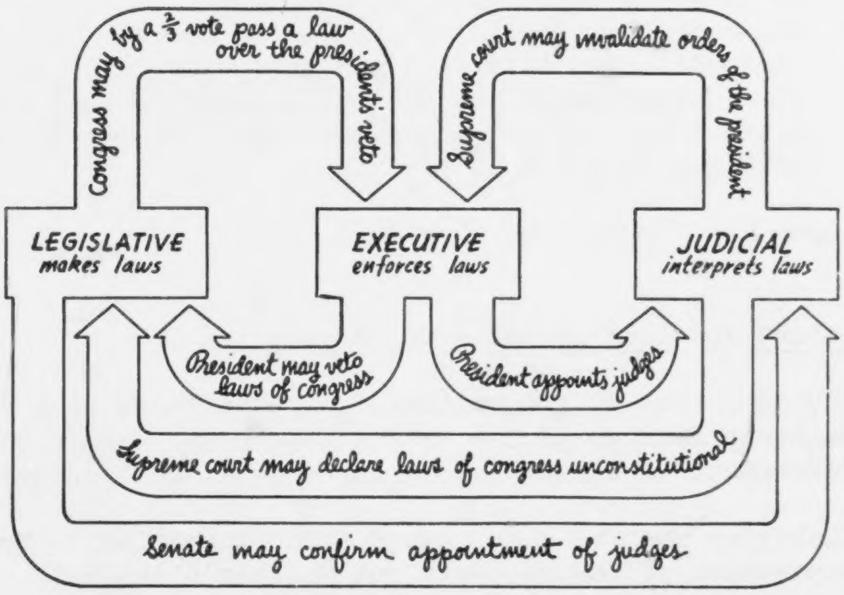
3. How can the separation of powers limit the wishes of the majority?

4. How does separation of powers help prevent a dictator from coming to power in the United States?

**Recommended For Students Achieving Above Grade Level

*B. Using diagrams to show specific checks and balances in the Constitution.

SEPARATION OF POWERS
and
CHECKS AND BALANCES


Congress may by a $\frac{2}{3}$ vote pass a law over the president's veto
Supreme court may invalidate orders of the president
LEGISLATIVE
makes laws
EXECUTIVE
enforces laws
JUDICIAL
interprets laws
President may veto laws of congress
President appoints judges
Supreme court may declare laws of congress unconstitutional
Senate may confirm appointment of judges

(From Teaching American History, New York: State Department of Education, p. 53)

Questions for Inquiry and Discovery

1. Which checks does the legislative have over the judicial and executive?

2. Which checks does the judicial have over the legislative and executive?

3. Which checks does the executive have over the judicial and legislative?

Follow Up Activity:

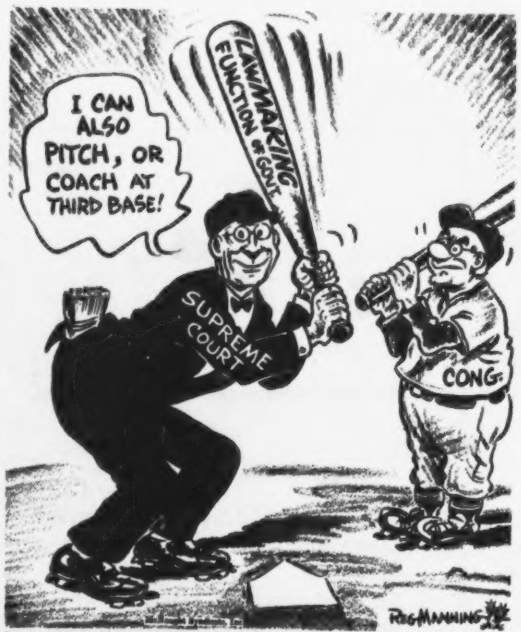
1. Ask the students to illustrate in their own way one check which one branch of government has over another. They should describe the check on the back of their cartoon. Then they should be placed in front of the class so that everyone can try to guess what the cartoon is about.

*2. The class might play a game called Checks and Balances. One student should list a power which can be exercised by one branch of the federal government and a different student should mention which other branch of the federal government can check this power.

*Recommended for Students Achieving Below Grade Level

C. Using political cartoons to illustrate checks and balances.

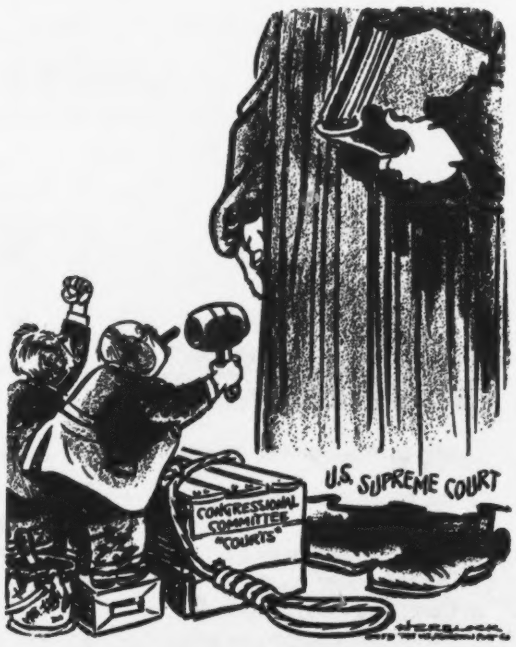
Cartoon A


I CAN ALSO PITCH, OR COACH AT THIRD BASE!
LAWMAKING FUNCTION of GOVT.
SUPREME COURT
CONG.
REG MANNING

Courtesy, Reg Manning, "Arizona Republic"

"The Versatile Umpire"; cartoon by Manning, 1957

Cartoon B


U.S. SUPREME COURT
CONGRESSIONAL COMMITTEE "COURTS"
HERBLOCK

Courtesy, Herblock, "The Washington Post"

"We'll Do All the Judging Around Here"; 1958

With permission from Herblock Cartoons

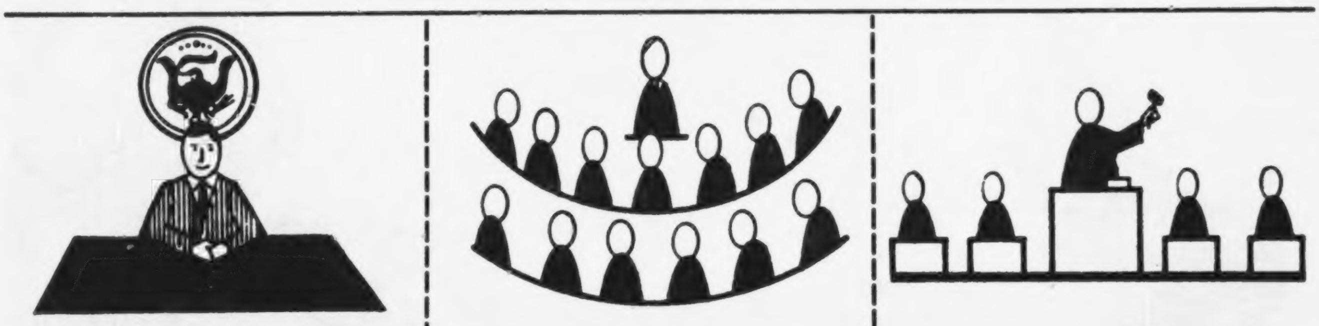
Questions for Inquiry and Discovery

1. In both cartoons one branch of government is attempting to take over the function of another branch. In each cartoon which branch of government is trying to take over what additional powers?
2. Why can't the Supreme Court also make laws?
3. Why shouldn't Congress judge people?
4. What problems might develop if one branch of government takes over the function of another branch?

Follow-up Activity

*1. Mimeograph the following diagram and have the students answer the questions underneath.

CHECKS ON GOVERNING POWER



Limits on Presidential Power:

1. Congress can remove the President by impeachment.
2. Congress can pass a bill over the President's veto.
3. Congress must approve presidential appointments.
4. Congress determines how much money the President can spend on his programs.

Limits on Congressional Power:

1. The President can veto a bill Congress passes.
2. The Supreme Court can declare a law unconstitutional.

Limits on Judicial Power:

1. The President appoints Supreme Court and other federal court judges.
2. Congress must approve the appointments of federal judges.
3. Congress can remove a judge by impeachment.

(Reprinted with permission from Study Lessons in Civics by Ball and Rosch. Chicago: Follett Educational Co., 1969, p. 21)

Questions for Inquiry and Discovery

1. Which checks does each of the branches of government have on the other two?

2. Which Congressional check on the Presidency would you consider the most important? Why?

3. Which Presidential check on Congress would you consider the most important? Why?

4. Which of the checks and balances do you feel are obsolete and should be eliminated? Why?

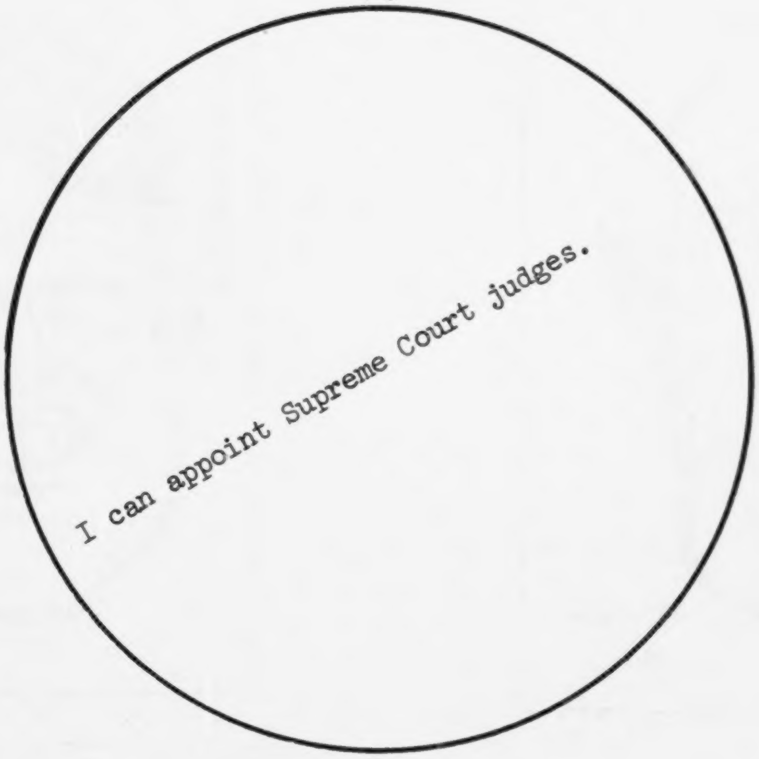
Follow-up Activity

*Reinforcement of previous learnings through fact wheel. Make a paper wheel -A- as follows. Write the following statements on the wheel as directed:

1. I can appoint Supreme Court judges.
2. I must approve presidential appointments.
3. I can impeach the President.
4. I determine how much money the President can spend.
5. I can veto a bill passed by Congress.
6. I can declare a law unconstitutional.
7. I can remove a federal judge by impeachment.
8. I must make a State of the Union message every year.
9. I appoint all ambassadors to foreign countries.
10. I can pass a law over the President's veto.

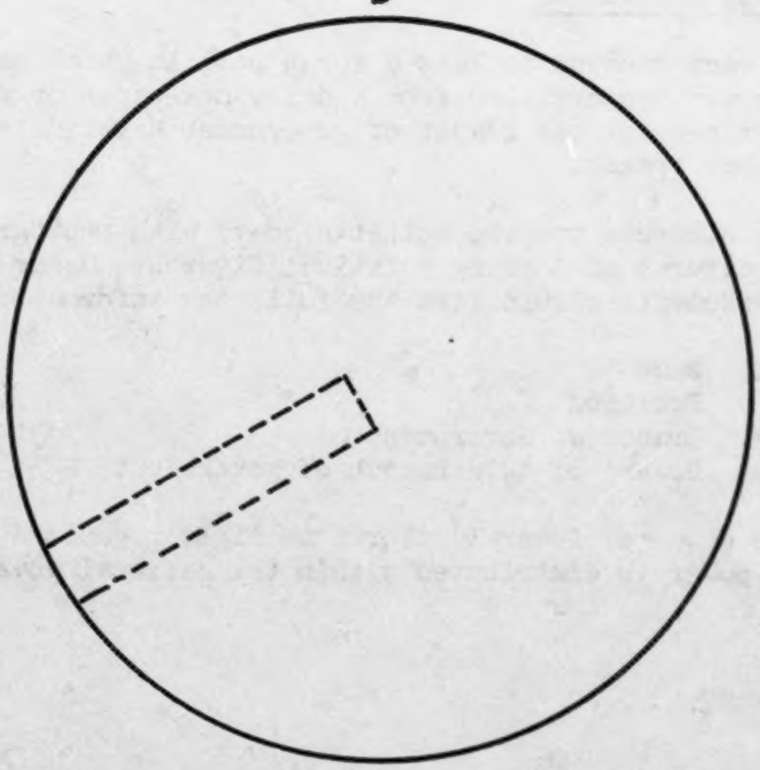
*Recommended for Students Achieving Below Grade Level

A

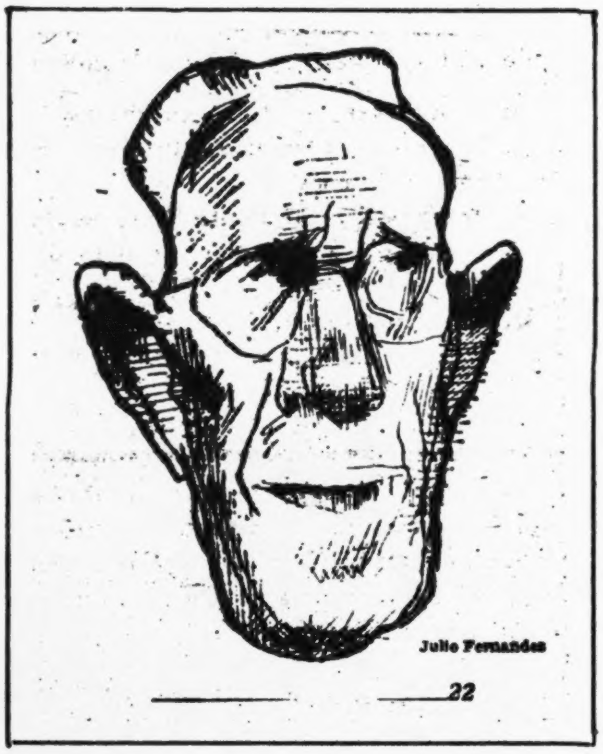

I can appoint Supreme Court judges.

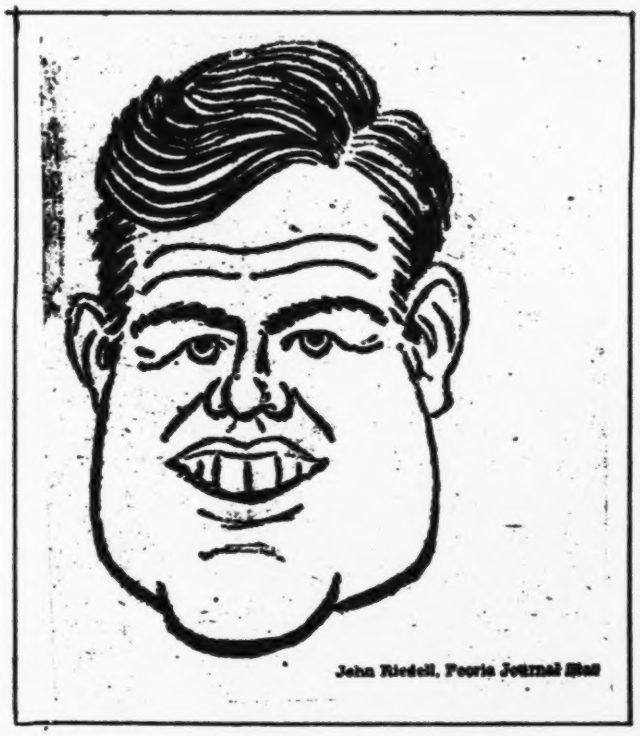
Make another wheel -B- the same size as first with a cut out which when placed over the original wheel will allow only one statement to show at a time. Then attach both wheels with a fastener and flip. Call on students to tell who can exercise the power which is uncovered.

B



*D. Using caricatures to understand checks and balances.




John Riedell, Peoria Journal Star

(From New York Times, February 28, 1969)

Questions for Inquiry and Discovery

1. Who is caricatured in each drawing?
2. What important part does each man play in Congress?
3. How can each man possibly hinder or even destroy a particular program which the President might want enacted?
4. What provision in the Constitution allows each of these mer to play such an important role?

Follow-up Activities

a. Ask each student to keep a scrap book in which he should include at least ten articles from a daily newspaper or periodical which describes how one branch of government has limited the power of another branch.

*b. Have students prepare bulletin board with photographs or caricatures of leading political figures. Under each photograph the students should list the following information:

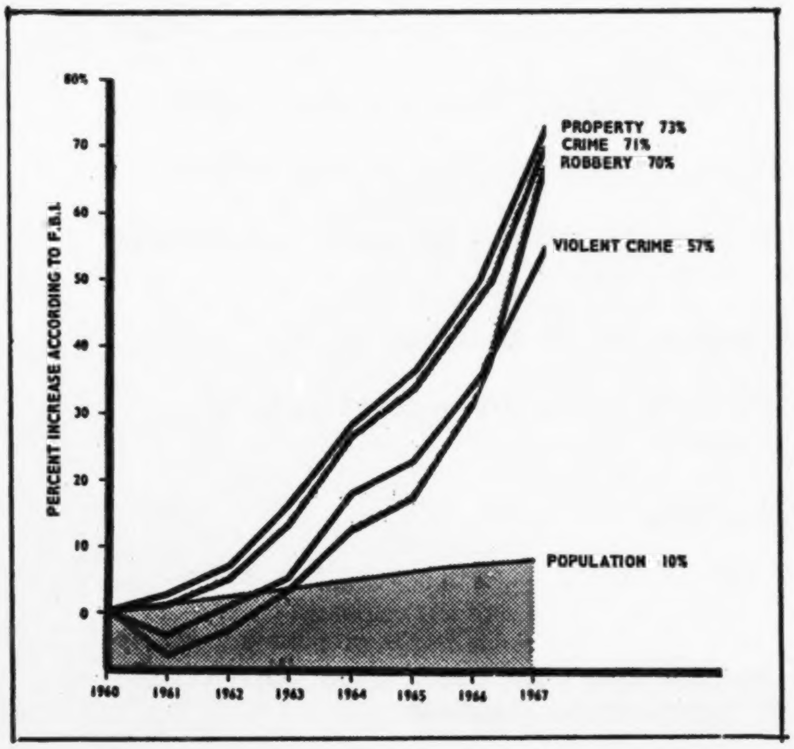
1. Name
2. Position
3. Branch of Government
4. Powers of this branch of government

E. Case study of federal efforts to fight organized crime to indicate how power is distributed within the national government.

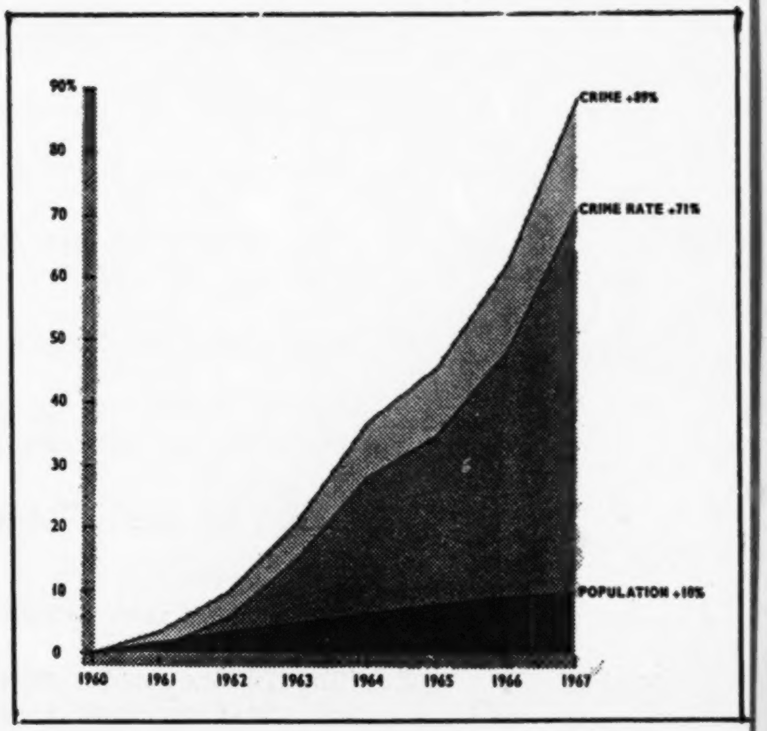
*Recommended for Students Achieving Below Grade Level

Statistics:

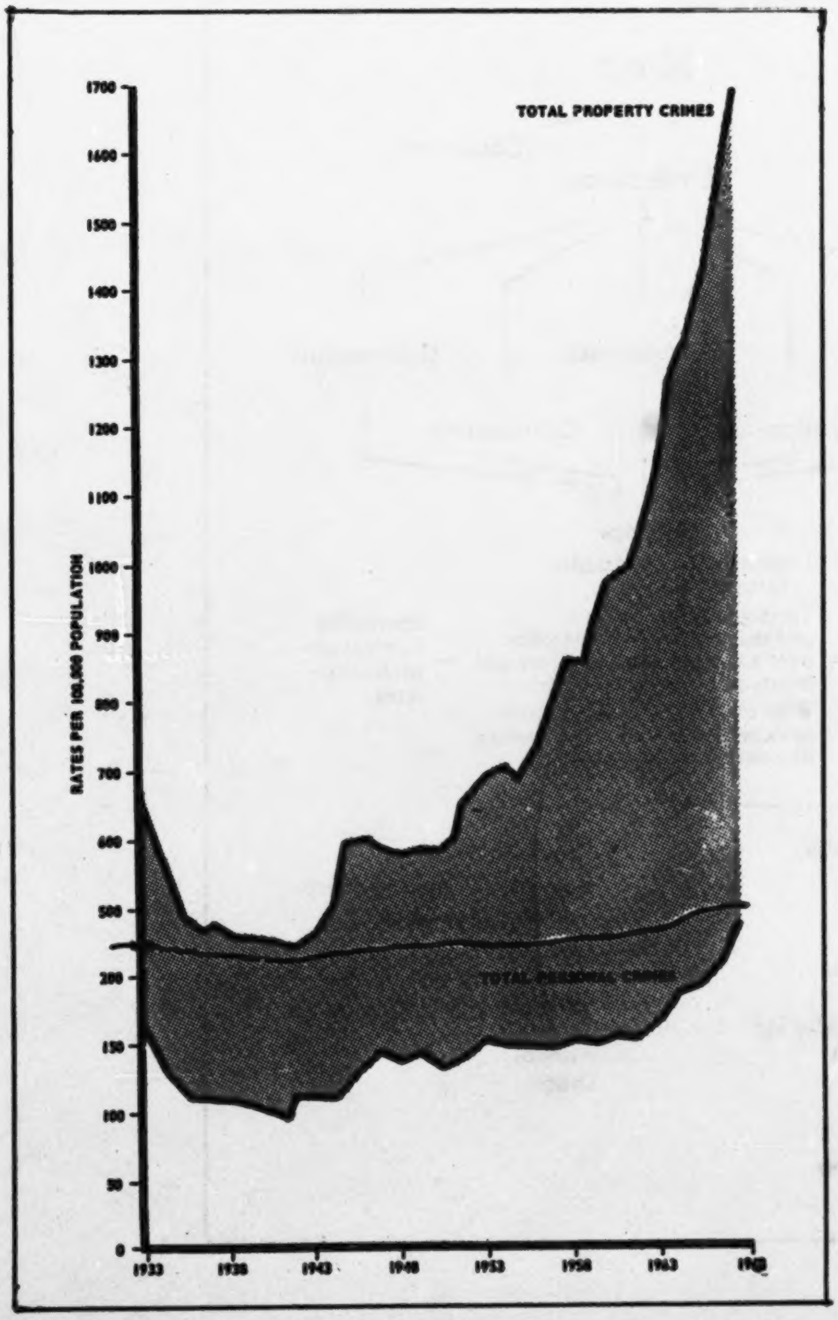
The Rising U.S. Crime Rate



Crime and Population



Index Crime Trends



(From The History of Violence in America by Graham & Gurr. New York: Bantam Pub. Co., 1969. p. 492, 493, 503)

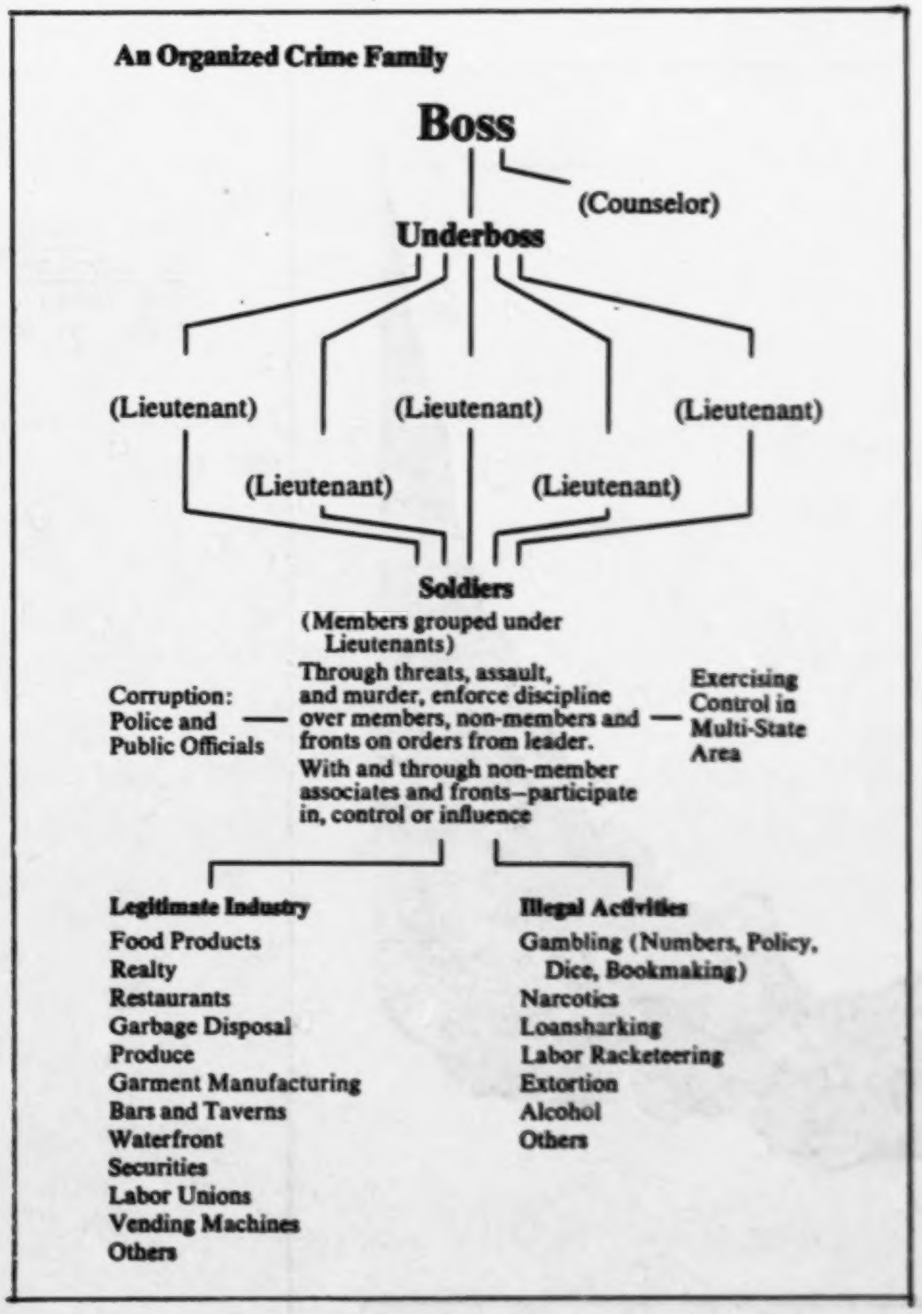
Questions for Inquiry and Discovery

1. Which types of crime have increased drastically since 1960?
2. Which type of crime has shown the greatest increase since 1960?
3. Which type of crime has shown the least increase since 1960?
4. What are the reasons for this increase in the rate of crime?
5. What proposals has President Nixon made to Congress to decrease the rate of crime in the United States?
6. What laws has Congress passed recently to limit crime?
7. How have the recent decisions by the Supreme Court made law enforcement more complicated?

Questions for Small Group Discussion

1. Should the President and his Attorney General be given more power to fight crime?
2. Should the power of the Supreme Court to check upon the action of the President in crime fighting be limited?
3. How can Congress play a more influential role in crime fighting?

An Organized Crime Family


Boss
(Counselor)
Underboss
(Lieutenant)
(Lieutenant)
(Lieutenant)
(Lieutenant)
(Lieutenant)
Soldiers
(Members grouped under Lieutenants)
Through threats, assault, and murder, enforce discipline over members, non-members and fronts on orders from leader.
With and through non-member associates and fronts–participate in, control or influence
Corruption: Police and Public Officials
Exercising Control in Multi-State Area
Legitimate Industry
Food Products
Realty
Restaurants
Garbage Disposal
Produce
Garment Manufacturing
Bars and Taverns
Waterfront
Securities
Labor Unions
Vending Machines
Others
Illegal Activities
Gambling (Numbers, Policy, Dice, Bookmaking)
Narcotics
Loansharking
Labor Racketeering
Extortion
Alcohol
Others

(Adapted from Crime and Juvenile Delinquency by Gerald Leinwand. New York: Washington Square Press, Inc., 1968, p. 93)

Questions for Inquiry and Discovery

1. Why is federal action vital to deal effectively with an organized crime family?
2. Why is the responsibility for crime fighting mainly a job for the executive branch of government?
3. How might the members of a crime family appeal to the Supreme Court to avoid arrest?
4. How have laws passed by Congress hindered the power and influence of the organized crime family?

Questions for Small Group Discussion

1. Should the President have unlimited power to fight an organized crime family?
2. Should the civil rights of proven members of a crime family be suspended?

Follow-up Activities

*a. Ask the students to bring in newspaper clippings which shows how the federal government is trying to fight crime. The class should organize a bulletin board under the headings:

How Various Branches of the Government Fight Crime.

President Congress Courts

b. The class might visit Criminal Court and see how the court and the District Attorney function in our system of justice. After the visit they should discuss what they saw.

c. Ask the Police Department, Federal Attorney's office, to send a speaker to discuss, with the class, the role of the federal, state, and local government in crime prevention.

---

*Recommended for Students Achieving Below Grade Level

Questions for Inquiry and Discovery

1. Why is federal action vital to deal effectively with an organized crime family?

2. Why is the responsibility for crime fighting mainly a job for the executive branch of government?

3. How might the members of a crime family appeal to the Supreme Court to avoid arrest?

4. How have laws passed by Congress hindered the power and influence of the organized crime family?

Questions for Small Group Discussion

1. Should the President have unlimited power to fight an organized crime family?

2. Should the civil rights of proven members of a crime family be suspended?

Follow-up Activities

*a. Ask the students to bring in newspaper clippings which shows how the federal government is trying to fight crime. The class should organize a bulletin board under the headings:

How Various Branches of the Government Fight Crime.

President	Congress	Courts

b. The class might visit Criminal Court and see how the court and the District Attorney function in our system of justice. After the visit they should discuss what they saw.

c. Ask the Police Department, Federal Attorney's office, to send a speaker to discuss, with the class, the role of the federal, state, and local government in crime prevention.

*Recommended for Students Achieving Below Grade Level

V. WHAT IS THE ROLE OF THE PRESIDENCY IN OUR DEMOCRACY?

Emphases:

The President is a representative of all Americans.

The President has legislative, judicial, and executive duties.

The growth of American society has led to an increase in Presidential power.

A. Using Presidential statements to illustrate presidential power.

Presidential Statement #1

Statement of the President Relative to the Relief of Douglas MacArthur April 10, 1951

> With deep regret I have concluded that General of the Army Arthur MacArthur is unable to give his wholehearted support to the policies of the United States Government and the United Nations in matters pertaining to his official duties. In view of the specific responsibilities imposed upon me by the Constitution of the United States and the added responsibility which has been entrusted to me by the United Nations, I have decided that I must make a change of command in the Far East. I have, therefore, relieved General MacArthur of his commands and have designated Lieutenant General Matthew B. Ridgeway as his successor.

(From Military Situation in the Far East, Committees on Armed Services and Foreign Relations Eighty-Second Congress, First Session, Washington, D. C.: Government Printing Office, 1951, pp. 3179-80)

Questions for Inquiry and Discovery

1. Why did President Truman mention the Constitution?
2. What presidential power is President Truman exercising?
3. Why must military commanders "be governed by the policies and directives issued to them in the manner provided by our laws and Constitutions"?

Questions for Small Group Discussion

1. Should military men be required to obey the President?
2. Can the President's control over the military lead to military disaster?
3. Should the conduct of wars be under the complete and total control of the military commanders?

Presidential Statement #2

Statement of President Relative to Veto the Internal Security Act September 22, 1950

To the House of Representatives:

> I return herewith, without my approval, H. R. 9490, the proposed Internal Security Act of 1950.
>
> The ostensible purpose .... is to prevent persons who would be dangerous to our national security from entering the country or becoming citizens. In fact, present law already achieves that objective.

> What these provisions would actually do is to prevent us from admitting to our country, or to citizenship, many people who could make real contributions to our national strength. The bill would deprive our Government and our intelligence agencies of the valuable services of aliens in security operations. It would require us to exclude and to deport the citizens of some friendly non-Communist countries. Furthermore, it would actually make it easier for subversive aliens to become United States citizens. Only the Communist movement would gain from such actions ....
>
> In brief, when all the provisions of H. R. 9490 are considered together, it is evident that the great bulk of them are not directed toward the real and present dangers that exist from Communism. Instead of striking blows at Communism, they would strike blows at our own liberties and at our position in the forefront of those working for freedom in the world ....
>
> The idea of requiring Communist organizations to divulge information about themselves is a simple and attractive one. But it is about as practical as requiring thieves to register with the sheriff. Obviously, no such organization as the Communist Part is likely to register voluntarily ....

(From Veto Message by President Harry S. Truman, September 22, 1950, Congressional Record, Eighty-First Congress, Second Session; Washington, D. C.: Government Printing Office, 1950, Vol. 96, pp. 15629-30.)

Questions for Inquiry and Discovery

1. Why did President Truman veto this bill?
2. What presidential power is President Truman exercising?
3. How can presidential vetoes effectively limit congressional action?
4. How can a presidential veto cause a political crisis?

Questions for Small Group Discussion

1. Should the President be allowed to veto legislation?
2. Should Congress be allowed to override a presidential veto?

Presidential Statement #3

Blockade Proclamation by John F. Kennedy

> Whereas the peace of the world and the security of the United States and of all American states are endangered by reason of the establishment by the Sino-Soviet powers of an offensive military capability in Cuba, including bases for ballistic missiles with a potential range covering most of North and South America ....
>
> Now, therefore, I, John F. Kennedy, President of the United States of America, acting under and by virtue of the authority conferred upon me by the Constitution and statutes of the United States, in accordance with the aforementioned resolutions of the United States Congress and of the Organ of Consultation of the American Republics, and to defend the security of the United States, do hereby proclaim that the forces under my command are ordered, beginning at 2 P.M. Greenwich time, October 24, 1962, to interdict, subject to the instructions herein contained, the delivery of offensive weapons and associated material to Cuba.

> For the purposes of this proclamation, the following are declared to be prohibited material:
>
> Surface-to-surface missiles; bomber aircraft; bombs, air-to-surface rockets and guided missiles; warheads for any of the above weapons; mechanical or electronic equipment to support or operate the above items; and any other classes of material hereafter designated by the Secretary of Defense for the purpose of affectuating this proclamation.
>
> To enforce this order, the Secretary of Defense shall take appropriate measures to prevent the delivery of prohibited material to Cuba, employing the land, sea and air forces of the United States in cooperation with any forces that may be available by other American States.

Questions for Inquiry and Discovery

1. Why did Kennedy order the blockade of Cuba?
2. What presidential power was Kennedy using?
3. How did President Kennedy attempt to limit the use of American power?
4. Why might this action have led to war?
5. Why did Kennedy feel that he had congressional approval for his action?
6. Why didn't this action lead to war?
7. How was the use of presidential power in this instance similar to or dissimilar to the use of presidential power in the escalation of military commitment in Vietnam?

Questions for Individual Study

1. How did President Kennedy know about the missile pads in Cuba?
2. Why did Congress overwhelmingly support the President?

**3. How did Robert Kennedy's account of the incident in his book differ from the reports in the daily newspaper?

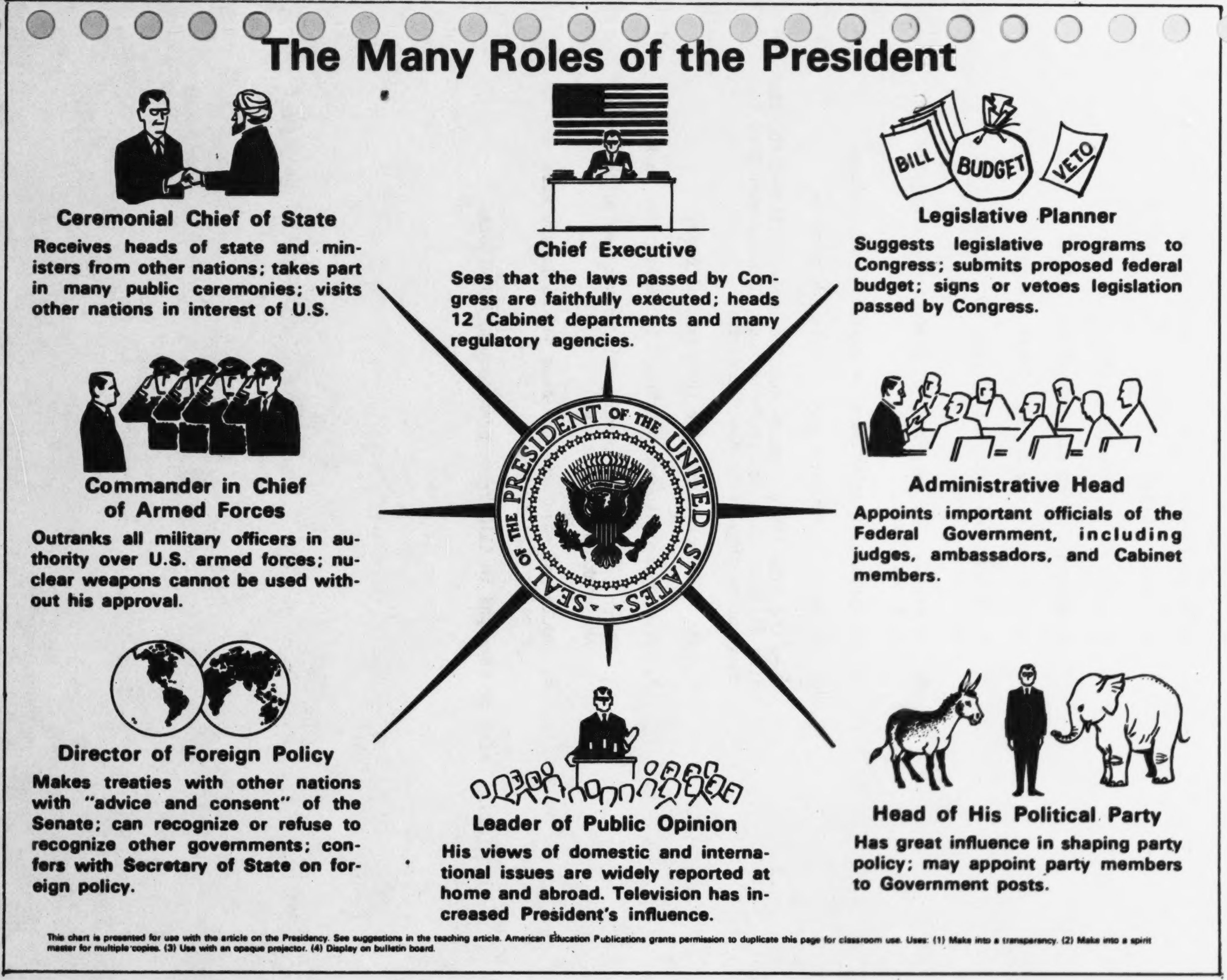
Question for Small Group Discussion

1. Should the President be allowed to commit American military personnel without a specific prior congressional approval?
2. How did President Nixon's actions in Cambodia differ from President Kennedy's action in Cuba.

** Recommended for Students Achieving Above Grade Level

Follow Up Activity:

* a. Mimeograph the following pictorial representation of presidential powers:



The Many Roles of the President

Ceremonial Chief of State

Receives heads of state and ministers from other nations; takes part in many public ceremonies; visits other nations in interest of U.S.

Commander in Chief of Armed Forces

Outranks all military officers in authority over U.S. armed forces; nuclear weapons cannot be used without his approval.

Director of Foreign Policy

Makes treaties with other nations with "advice and consent" of the Senate; can recognize or refuse to recognize other governments; confers with Secretary of State on foreign policy.

Chief Executive

Sees that the laws passed by Congress are faithfully executed; heads 12 Cabinet departments and many regulatory agencies.

Leader of Public Opinion

His views of domestic and international issues are widely reported at home and abroad. Television has increased President's influence.

Legislative Planner

Suggests legislative programs to Congress; submits proposed federal budget; signs or vetoes legislation passed by Congress.

Administrative Head

Appoints important officials of the Federal Government, including judges, ambassadors, and Cabinet members.

Head of His Political Party

Has great influence in shaping party policy; may appoint party members to Government posts.

This chart is presented for use with the article on the Presidency. See suggestions in the teaching article. American Education Publications grants permission to duplicate this page for classroom use. Uses: (1) Make into a transparency. (2) Make into a spirit master for multiple copies. (3) Use with an opaque projector. (4) Display on bulletin board.

(From Teachers Edition of American Education Publications, Vol. 35, #10, November 13, 1969, p. 4. Permission granted for duplication.)

* Recommended for Students Achieving Below Grade Level

After the students have studied the chart, ask them to identify the presidential power used in each situation:

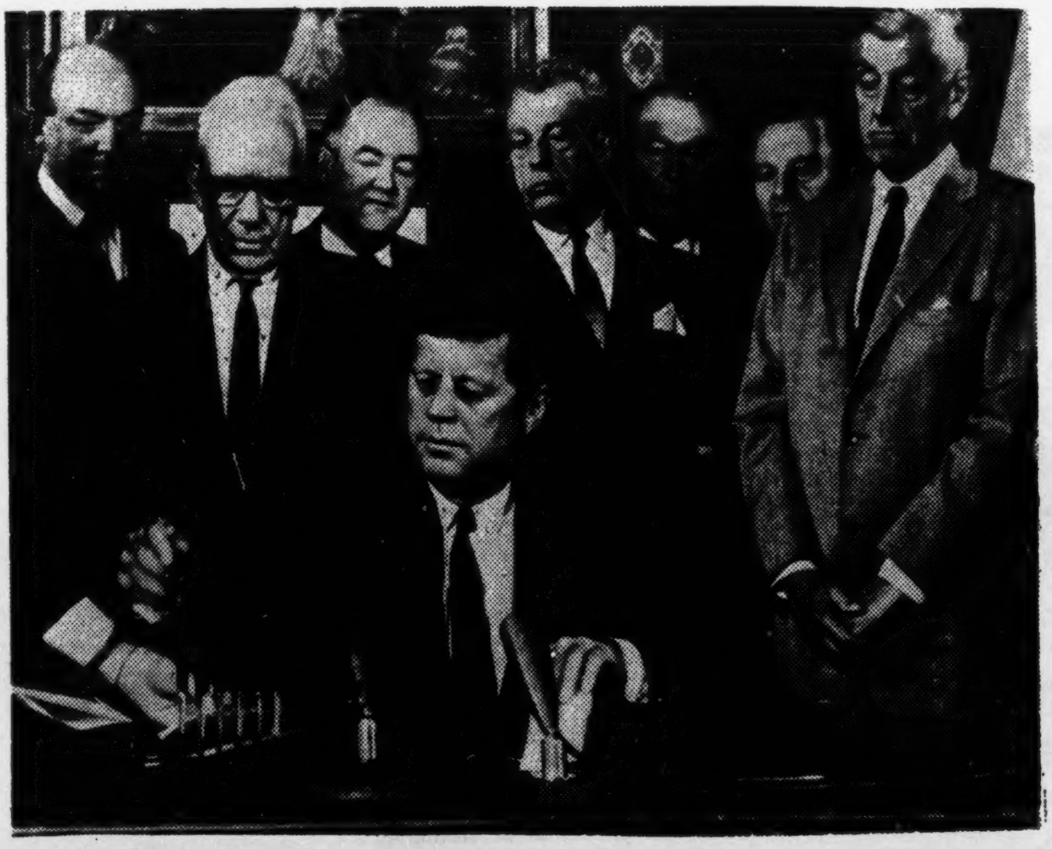
1. The President appoints a new member to the Joint Chiefs of Staff.
2. He helps select the new national chairman of his party.
3. He vetoes a bill.
4. He receives the new Ambassador from Japan.
5. He appoints a new director of the F.B.I.
6. He appoints a new Supreme Court Justice.
7. He directs the Internal Revenue to collect all delinquent taxes.
8. He directs his Secretary of State to open negotiation on a new treaty.
9. He appears on television to report to the nation.
10. He sends to Congress his legislative program.

b. Show the film strip Jackson and the Banks (critical thinking aids #5339). Give the students the following questions to consider as they watch the filmstrip:

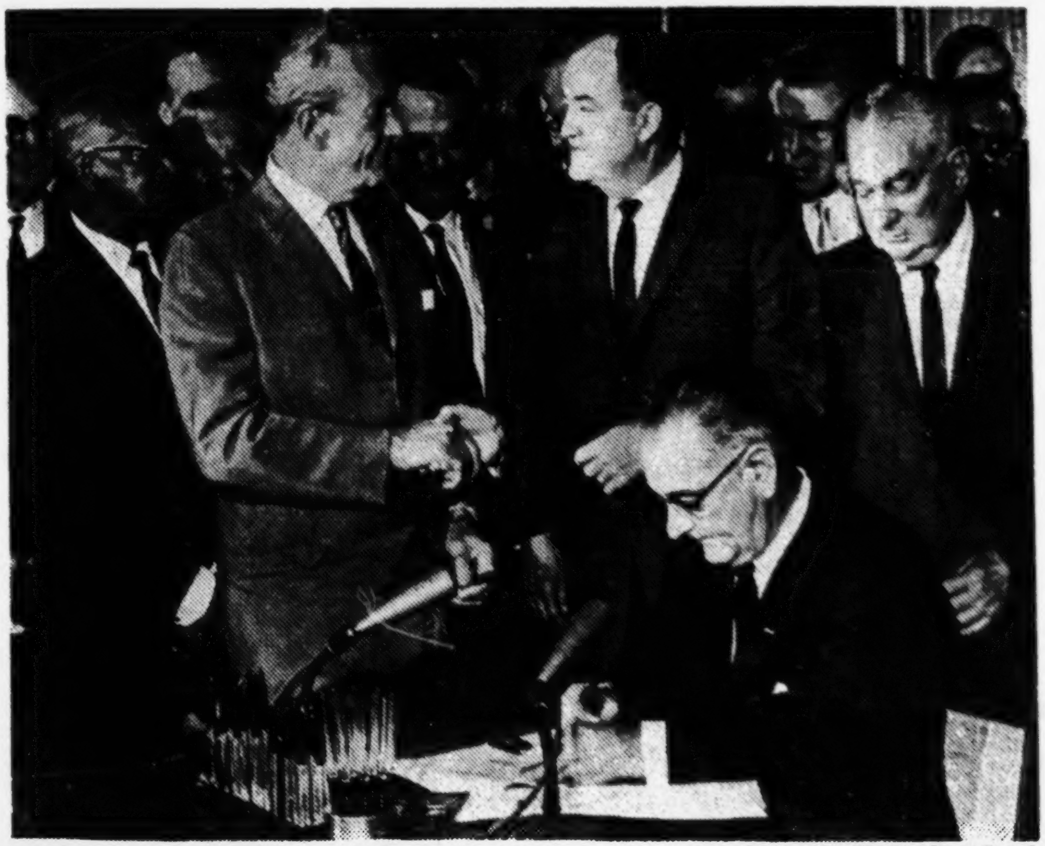
1. Why did Jackson dislike the national bank?
2. Who opposed Jackson's attempt to destroy the bank?
3. Which presidential powers did Jackson use to destroy the bank and his enemies.
4. Would you have done the same things if you were President? Explain.

B. Using photographs to illustrate presidential functions.

President John F. Kennedy Signing The Nuclear Ban Treaty.

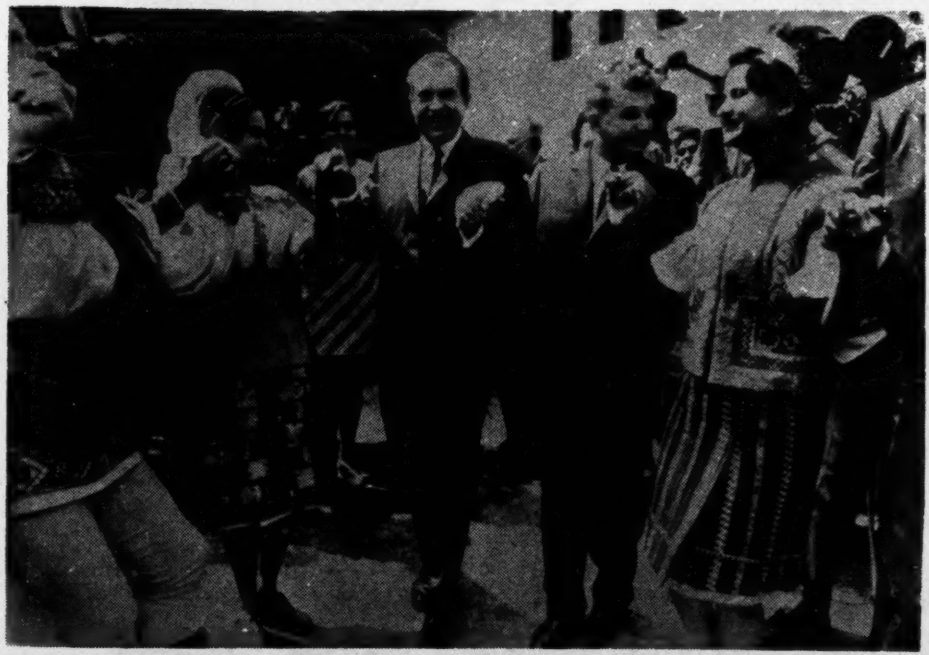


(Reprinted with permission from New York Times, Monday, September 8, 1969)



The New York Times (by George Tames)

President Johnson signing the Civil Rights Bill of 1964



President Nixon and Rumania's President Nicolae Ceausescu (right) join in a folk dance in Bucharest, capital of Rumania.

(Reprinted with permission from New York Times, Monday, September 8, 1969)

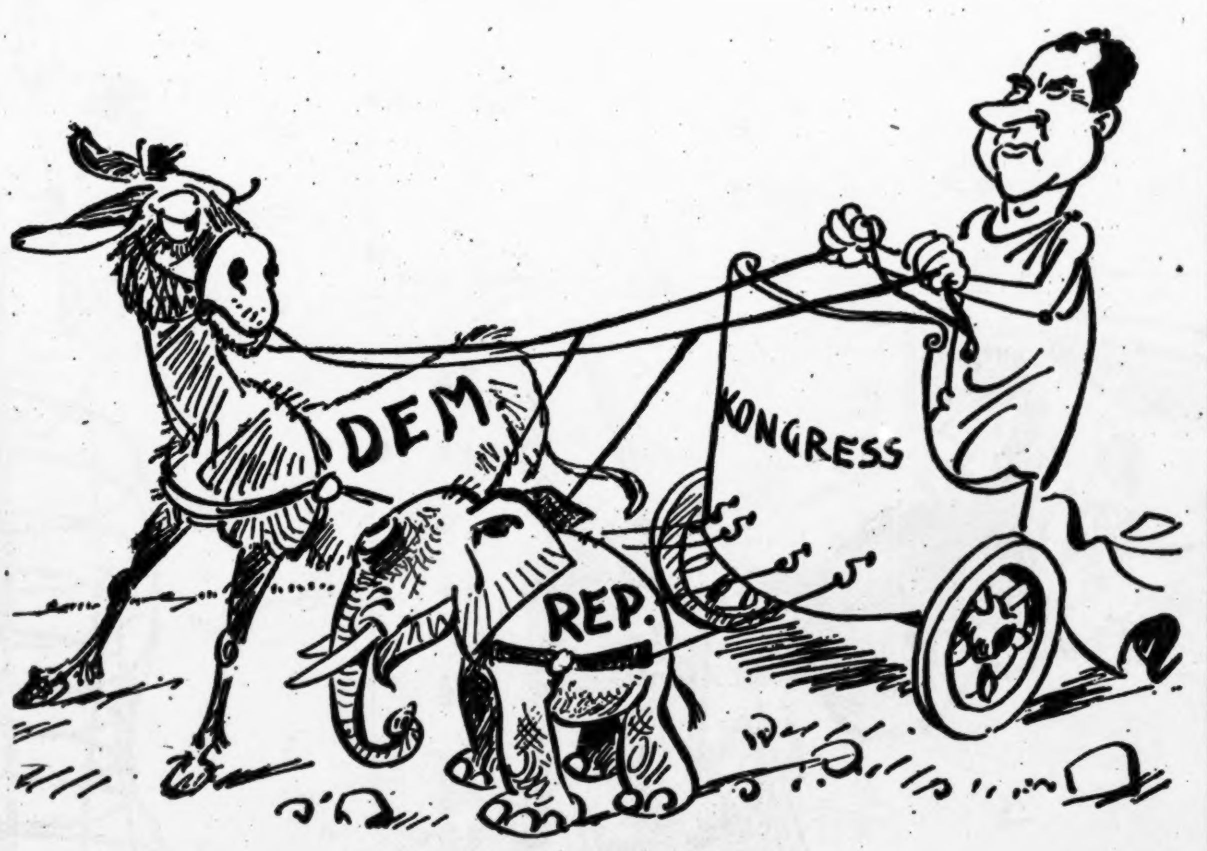
Question for Inquiry and Discovery

1. What presidential functions are illustrated in each of these photographs?

Follow Up Activity:

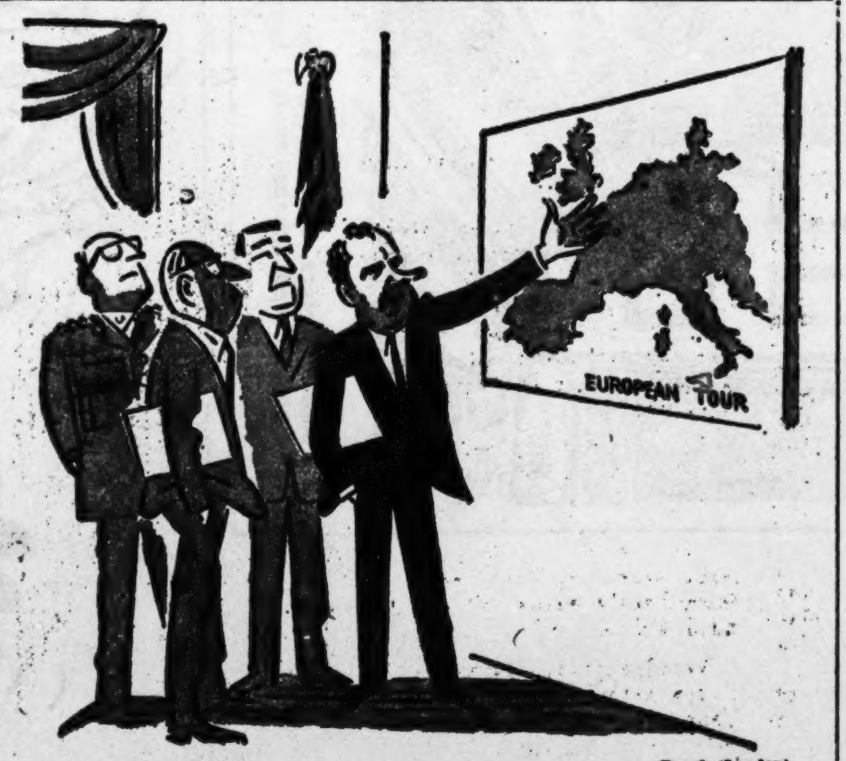
a. Have the students bring in photographs of the President carrying out one of his presidential functions. Then ask the student to hold the picture up in front of the class and ask the class to describe which function the President is carrying out.

* C. Use of cartoons to illustrate Presidential functions



It won't be easy for the new charioteer.

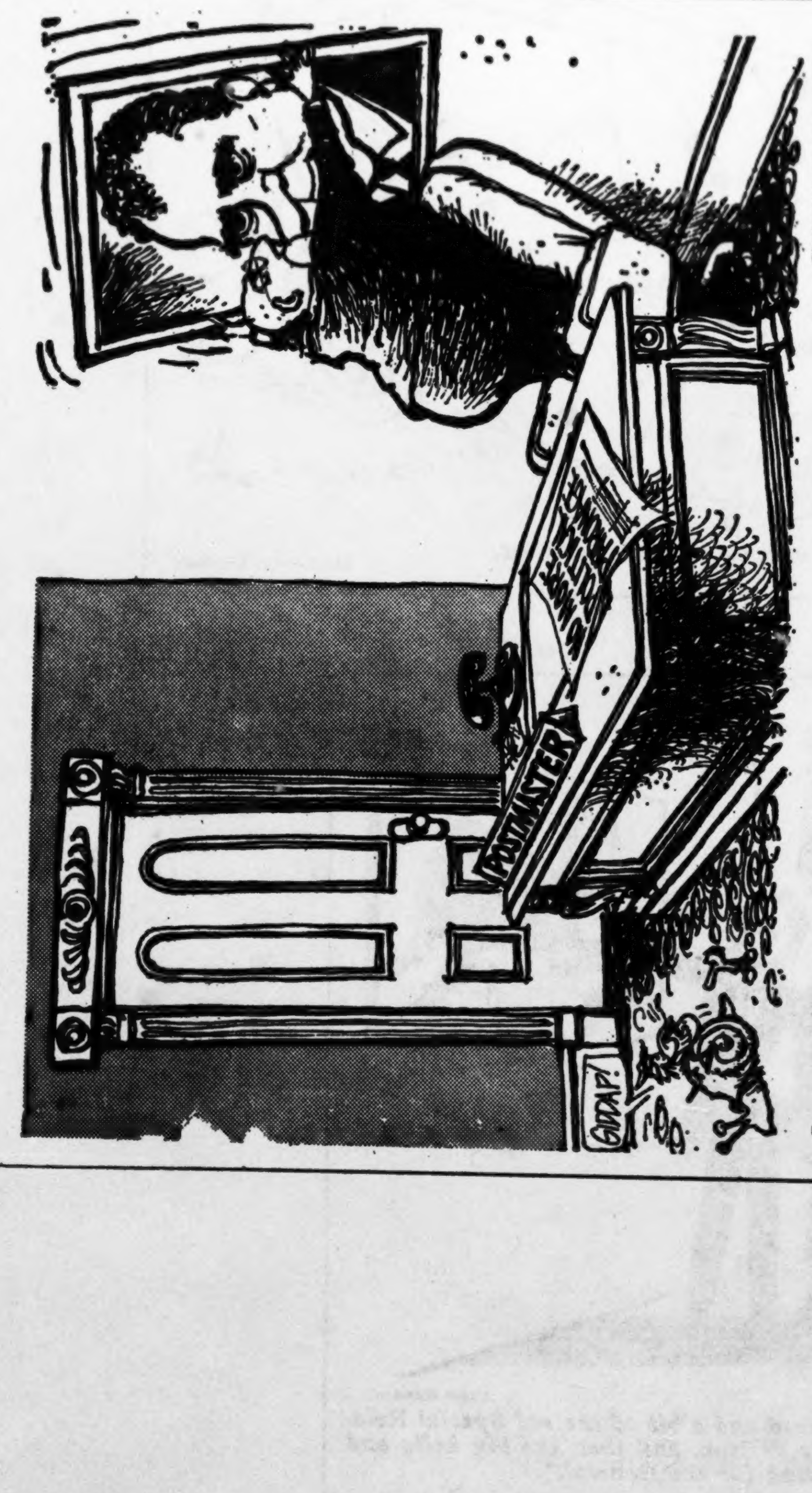
Zeichnung: Hartung



Punch (London)

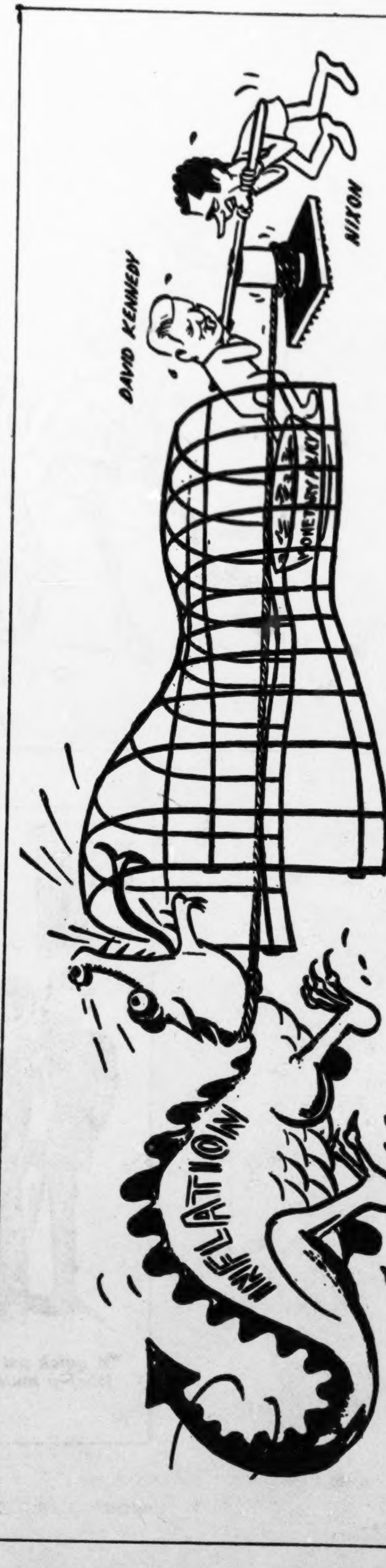
"A quick pat on the head and a bit of the old Special Relationship mullarkey for Wilson, and then the big hello and glad hand for the General."

* Recommended for Students Achieving Below Grade Level


POSTMASTER
GIDDAP!

Oliphant in The Denver Post

In some quarters, the reaction has not been good to President Nixon's announcement that postal appointments would henceforth be removed from Congressional patronage.


DAVID KENNEDY
NIXON
MONETARY POLICY
INFLATION

“D , ca he p uce 'Mi n I ssib

sis, L a-An s, Ca (Bo th A y)

(All the cartoons were reprinted with permission of the New York Times, February 24, 1969)

Questions for Inquiry and Discovery

1. How does each cartoon illustrate a Presidential function?

2. Which of the four Presidential functions would you consider the most important? Why?

3. Which provision in the Constitution allows the President to carry out the functions mentioned?

4. Which of these cartooons show a friendly attitude toward President Nixon and which are not? Why?

Follow Up Activities:

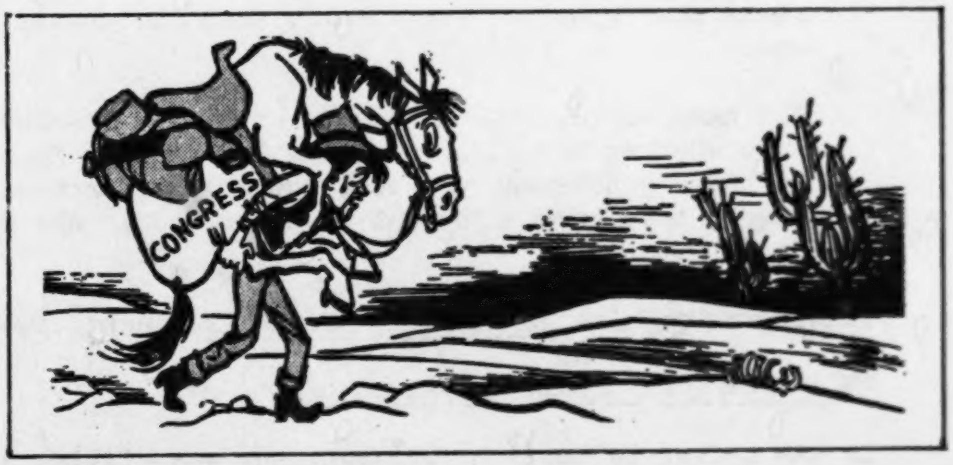
* a. Ask the students to bring in a contemporary cartoon to illustrate presidential powers.

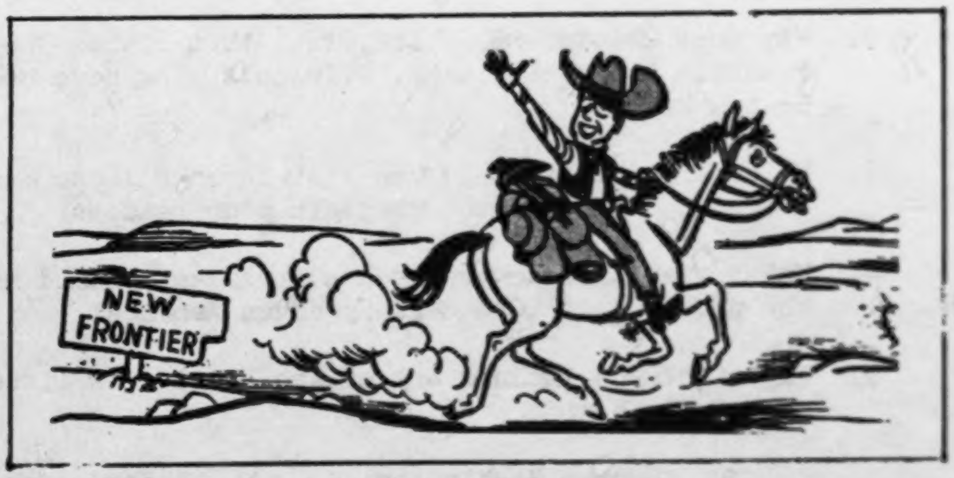
* b. After the students have brought in their cartoons, cover up the captions and have the students identify the presidential function which the cartoon is satirizing.

c. Have the students draw cartoons to illustrate the following presidential powers:

1. Vetoes bills
2. Nominates Supreme Court judges
3. Serves as Commander-in-Chief of the Army

D. Using two cartoons to illustrate Presidential leadership





(Reprinted with permission from Valtman
in the Hartford Times)

* Recommended for Students Achieving Below Grade Level

Questions for Inquiry and Discovery

1. Why is President Kennedy carrying Congress on his back?

2. Why is President Kennedy looking back as he trots over along the "New Frontier"?

3. How do these two cartoons illustrate Presidential leadership?

E. Using an excerpt from an historical account to analyze the qualities needed for the Presidency.

> Shortly before he died in 1950, the great Henry L. Stimson was asked which of the many Presidents of his acquaintance had been the best. Stimson, according to the man from whom I heard the tale, reflected a minute or two, for his career stretched one half a century of American history. He had known intimately or served importantly more Presidents, Democratic and Republican, than any other citizen of his age--from Theodore Roosevelt through Taft, Wilson, Coolidge and Hoover to Franklin D. Roosevelt and Harry S. Truman. After reflection, Stimson replied to his friend:
>
> If, by the phrase "best President", the friend meant who had been the most efficient President--why, of course, the answer would be William Howard Taft. Under Taft, the Cabinet met in order, affairs marched to the agenda of the meeting, responsibility was clearly deputized, and when each man rose from the Cabinet table, he knew exactly what he was to do and to whom he was to report. Yes, Taft certainly was the most efficient. If, however, continued Stimson, by the "best President" one meant the "greatest President", then the answer might be different.
>
> The name would, without doubt, be Roosevelt--but he was not sure whether the first name was Theodore or Franklin. For both of these gentlemen, you see, not only understood the use of power, they knew enjoyment of power, too. And that was the important thing.

(Theodore H. White, The Making of the President, 1960, p. 438.)

Questions for Inquiry and Discovery

1. According to Henry L. Stimson, why was William H. Taft the most efficient President he knew?

2. Why does Theodore H. White, feel that either Theodore or Franklin Roosevelt in Mr. Stimson's view have been the greatest he had known?

3. Which Presidents would you list besides those mentioned by Stimson as the "best"? Explain your reasons.

4. Which qualities do you feel a President should have to face the problems of 20th century urban America?

5. Why might you include any of the Presidents listed below as one of the best?

George Washington
Abraham Lincoln
Andrew Jackson
Woodrow Wilson

F. Using Presidential viewpoints to illustrate Presidential power.

Presidential Viewpoints

James K. Polk (1845-1849): "It will be my first care to administer the Government in the true spirit of that instrument (the Constitution), and to assume no powers not expressly granted or clearly implied in its terms."

Theodore Roosevelt (1901-1909): "I declined to adopt the view that what was imperatively necessary for the Nation could not be done by the President unless he could find some specific authorization to do it. My belief was that it was not only his right but his duty to do anything that the needs of the Nation demanded unless such action was forbidden by the Constitution or the laws."

James Buchanan (1857-1861): "Without (the aid of the people) it is beyond the power of any President .... to restore peace and harmony among the States. Wisely limited and restrained as is his power under our Constitution and laws, he alone can accomplish but little for good or for evil on such a momentous question .... After all, he is no more than the chief executive officer of the Government. His province is not to make but to execute the laws."

Abraham Lincoln (1861-1865): "It became necessary for me to choose whether, using only the existing means, agencies, and processes which Congress had provided, I should let the Government fall at once into ruin or whether, availing myself of the broader powers conferred by the Constitution in cases of insurrection, I would make an effort to save it, with all its blessings, for the present age and for posterity."

Calvin Coolidge (1923-1929): "I have never felt that it was my duty to attempt to coerce Senators or Representatives .... It seems to me public administrators would get along better if they would restrain the impulse to butt in or be dragged into trouble. They should remain silent until an issue is reduced to its lowest ...."

Andrew Jackson (1829-1837): "The President is the direct representative of the American people; he possesses original executive powers, and absorbs in himself all executive functions and responsibilities; and it is his especial duty to protect the liberties and rights of the people and the integrity of the Constitution against the Senate or the House of Representatives, or both together."

Franklin D. Roosevelt (1933-1945): "The Presidency is not merely an administrative office. That is the least of it .... It is preeminently a place of moral leadership. All of our great Presidents were leaders of thought at times when certain historic ideas in the life of the nation had to be clarified."

John Adams (1797-1801): "The duration of our President is neither perpetual nor for life; It is only for four years; but his power during those four years is much greater than that of .... a king of Sparta. I know of no first magistrate in any republican government, excepting England and Neuchatel (a Swiss canton), who possess a constitutional dignity, authority, and power comparable to his."

Woodrow Wilson (1913-1921): "The President can never again be the mere domestic figure he has been throughout so large a part of our history. The nation has risen to the first rank in power and resources .... Our President must always, henceforth, be one of the great powers of the world, whether he act greatly or wisely or not .... He must stand always at the front of our affairs, and the office will be as big and as influential as the man who occupies it."

Questions for Inquiry and Discovery

1. Which of these Presidential statements reflects the view that the President is the most important political leader of the country?

2. Which of these Presidential statements indicate that the writer was careful not to overstep the Constitutional bounds of his powers?

3. President Lincoln makes a distinction between "using only the existing means .... or availing myself of the broader powers conferred by the Constitution." What was President Lincoln referring to?

4. Why would many people consider Woodrow Wilson's statement about the office of the Presidency the most relevant in the nuclear age?

5. Find a statement made by Presidents Johnson and Nixon that illustrate their views.

** Questions for Individual Study

Take one of the following historical episodes and show how the President followed the philosophy of his own statement as he dealt with the problem:

a. Andrew Jackson - The Rechartering of the Second National Bank

b. Theodore Roosevelt - The Expansion of American Power in the Caribbean

c. Woodrow Wilson - Peace Making 1919

d. F. D. Roosevelt - The Great Depression

e. James K. Polk - The Acquisition of Texas

Follow Up Activities :

a. For a review of Presidential powers show filmstrip, The American Presidency - The Power and play the accompanying record (Guidance Associates).

Questions for Inquiry and Discovery

1. What oath does Lyndon B. Johnson take as he is sworn in as President of the United States?

2. List 5 important duties of the Presidency.

3. What qualifications must a person have to be President of the United States?

4. What are the three major functions of the Presidency?

5. Which personal characteristics should a President have?

6. How has the power of Presidency increased through tradition and necessity?

7. How has the nuclear age increased the powers of the Presidency?

Questions for Small Group Discussion

1. Does the President have too much power?

2. Should the President have the power to commit American armed forces without direct Congressional approval?

3. Should the people vote each year their approval or disapproval of the actions of the President?

b. For a review of check on Presidential powers, show the filmstrip, The American Presidency - The Limits.

Questions for Inquiry and Discovery

1. How does each of the following limit the powers of the President:

a) Congress b) Supreme Court c) Governmental bureaucracy
d) public opinion

2. How could Congressional limitations on Presidential power lead to a crisis in government?

** Recommended for Students Achieving Above Grade Level

3. How does the President attempt to get Congress to pass his program?

4. Under what circumstances has Congress been willing to give the President a "blank check"?

Questions for Small Group Discussion

1. Should Congress have the power to investigate the actions of the President?

2. Should Congress have the power to approve Presidential appointments?

   c. Have the student prepare their own tapes to accompany any one of the filmstrips. Instead of including all the powers of the President the class might develop a tape which would highlight one facet, such as the President as the party leader.

      In developing the tape the class should try to collect all the relevant material about the President as the Party Leader. They should consider at least the following questions:

      a. Why are political parties important in the election of a President?
      b. How does the party provide the funds which are necessary for a Presidential campaign?
      c. How does the party supply campaign workers who will inform the people about the Presidential candidate?
      d. How does the party help the Presidential candidate get political exposure in all sections of the country?
      e. How does the political party help the Presidential candidate develop a platform on which he can appeal to the mass of American people?

VI. WHY WERE THE POWERS OF THE FEDERAL GOVERNMENT INCREASED?

Emphasis:

The New Deal, Fair Deal, and the Great Society created programs which increased the economic and social responsibilities of the Federal Government.

A. Use of statistical data and graphs to indicate American economic problems

THE RESULTS

I. The Gross National Product*

Year	Billions of Dollars (Based on 1957 Dollars)
1925	91.3
1926	97.7
1927	96.3
1928	98.2
1929	104.1
1930	91.1
1931	76.3
1932	58.5
1933	56.0
1934	65.0
1935	72.5
1936	82.7
1937	90.8
1938	85.2
1939	91.6
1940	100.6

*The gross national product is the market value of all goods and services produced and performed in the country.

II. Consumer Expenditures

Year	Billions of Dollars
1929	78.9
1930	70.9
1931	61.3
1932	49.3
1933	46.3
1934	51.8
1935	56.2
1936	62.6
1937	67.2
1938	64.6
1939	67.5
1940	71.8

III. Employment and Unemployment

Year	Millions Employed	Millions Unemployed
1929	47.6	1.5
1930	45.5	4.3
1931	42.4	8.0
1932	38.9	12.1
1933	38.7	12.8
1934	40.9	11.3
1935	42.2	10.6
1936	44.4	9.0
1937	46.3	7.7
1938	44.2	10.3
1939	45.7	9.4
1940	47.5	8.1

IV. Farm Income and Employee Wages

Year	Income of Farms in Billions of Dollars	Wages Paid to Farm Employees In Dollars Per Month (Without Board)
1929	----	51
1930	11.4	48
1931	8.3	38
1932	6.3	29
1933	7.0	25.50
1934	8.5	28
1935	9.6	30
1936	10.7	32
1937	11.3	36.50
1938	10.1	36
1939	10.5	36
1940	11.0	37.50

V. Federal Government Finances in Billions of Dollars

Year	Receipts	Expenditures	Debt
1929a	4.1	3.2	16.9
1930	4.2	3.4	16.1
1931	3.1	3.6	16.8
1932	1.9	4.7	19.4
1933b	2.1	4.6	22.5
1934	3.1	6.7	27.0
1935	3.7	6.5	28.7
1936	4.1	8.5	33.7
1937	4.9	7.7	36.4
1938	5.6	6.8	37.1
1939c	4.9	8.8	40.4
1940	5.1	9.1	42.9
1941d	7.1	13.2	48.9
1942	12.5	34.1	72.4
1943	21.9	79.4	136.6
1944	43.6	95.1	201.0
1945e	44.5	98.4	258.6

a Depression starts in October.
b F.D.R. takes office in March.
c W W II begins in Europe.
d U.S. enters W W II.
e W W II ends in August.

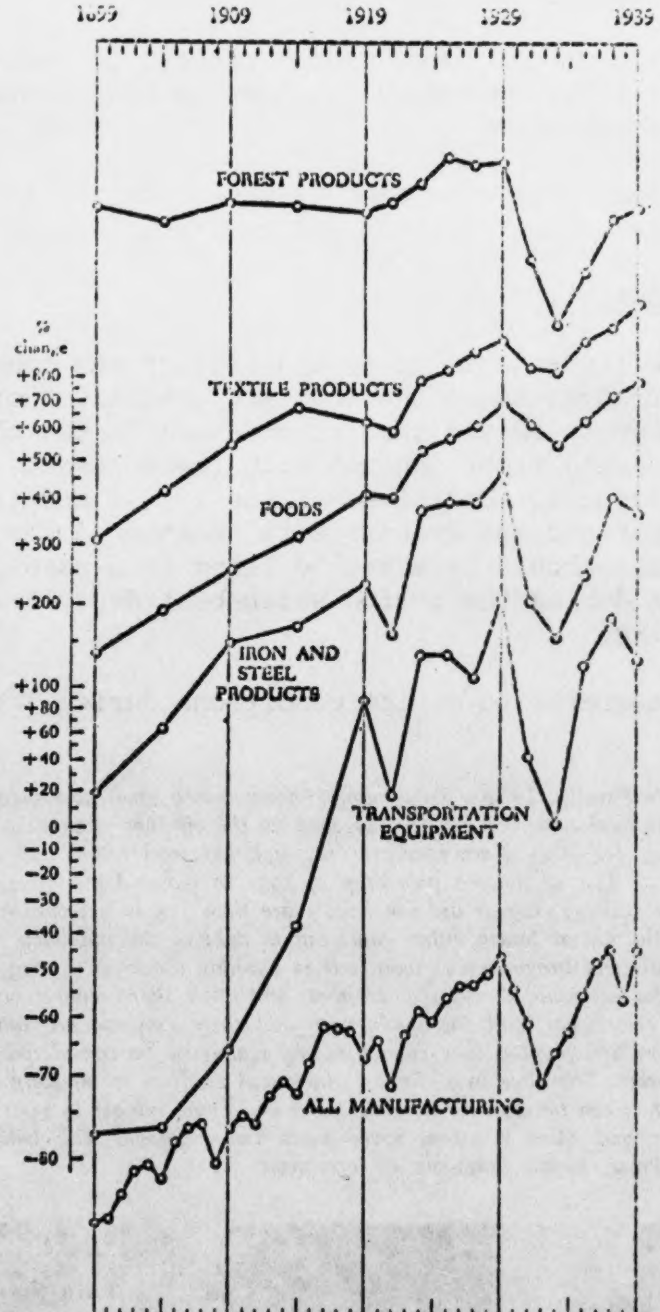
VI. Bank Assets

Year	Billions of Dollars
1929	72.3
1930	74.2
1931	70.0
1932	57.2
1933	51.3
1934	55.9
1935	59.9
1936	66.8
1937	68.4
1938	67.7
1939	73.1
1940	79.7

VII. Number of Factories

Year	Number
1929	206,663
1931	171,450
1933	139,325
1935	167,916
1937	166,794
1939	173,802

Indexes of Output of Five Industry Groups and All Manufacturing 1899–1939.



George J. Stigler, *Trends in Output and Employment.* New York. National Bureau of Economic Research, 1947, 29.

Questions for Inquiry and Discovery

1. What do these graphs tell us about America's economic health after 1932?

2. Why were we in such poor economic health in 1932?

3. How do these graphs suggest that America was suffering economically in 1932?

4. What evidence do these graphs present to support the statement that by 1940, economically, America was recovering from the great depression?

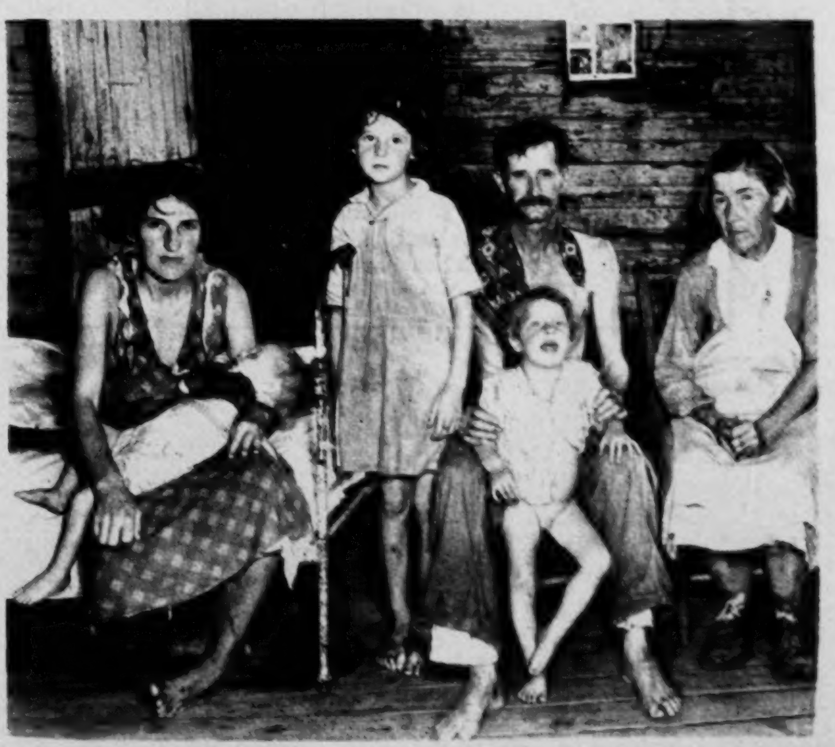
** 5. What reasons have economists given for the poor economic performance of the American economy from 1929-1940?

Follow up Activity

a. Ask the students to go to the library and look up on microfilm daily reports about the economic conditions of the country. The students should then report back to the class.
b. The students might consult with their parents and grandparents about economic conditions of the 1930's and tell the class how their parents and grandparents remembered the period.
c. The class should be asked to bring in a passage from a novel written during the period which best describes what conditions were like.

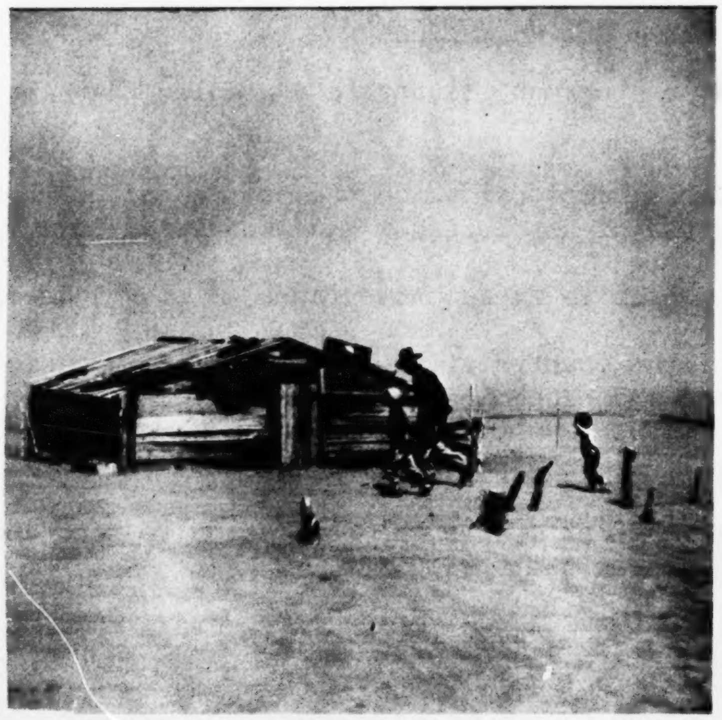
* B. Use of photographs to depict conditions during the depression

A Sharecropper's Family, 1936. *"Total family incomes in a good year (1934 with a fair cotton crop at twelve cents a pound) averaged on the efficient plantations $312 for croppers and $417 for other share tenants. This included food raised and consumed by the family. . . . The 18,000,000 bale crop of 1937 so reduced the price that it is probable that the average cropper did not have more than $75 in net cash at the end of the year and the lowest fourth either came out in debt or did not have enough to replace the overalls and brogan shoes worn out in working the crop. Living standards as expressed in the miserable shacks that croppers and other share tenants occupy, the shoddy clothing they wear, and the inadequate diet they consume are indefensible. Here are over a million families who cannot in any real sense be considered a part of the American market. They live in a climate which will produce an amazing variety of sustenance. Yet they can barely exist in good years and know hunger in poor years."— T. J. Woofter, Jr. and Ellen Winston,* Seven Lean Years *(Chapel Hill: University of North Carolina Press, 1939).* (LIBRARY OF CONGRESS)



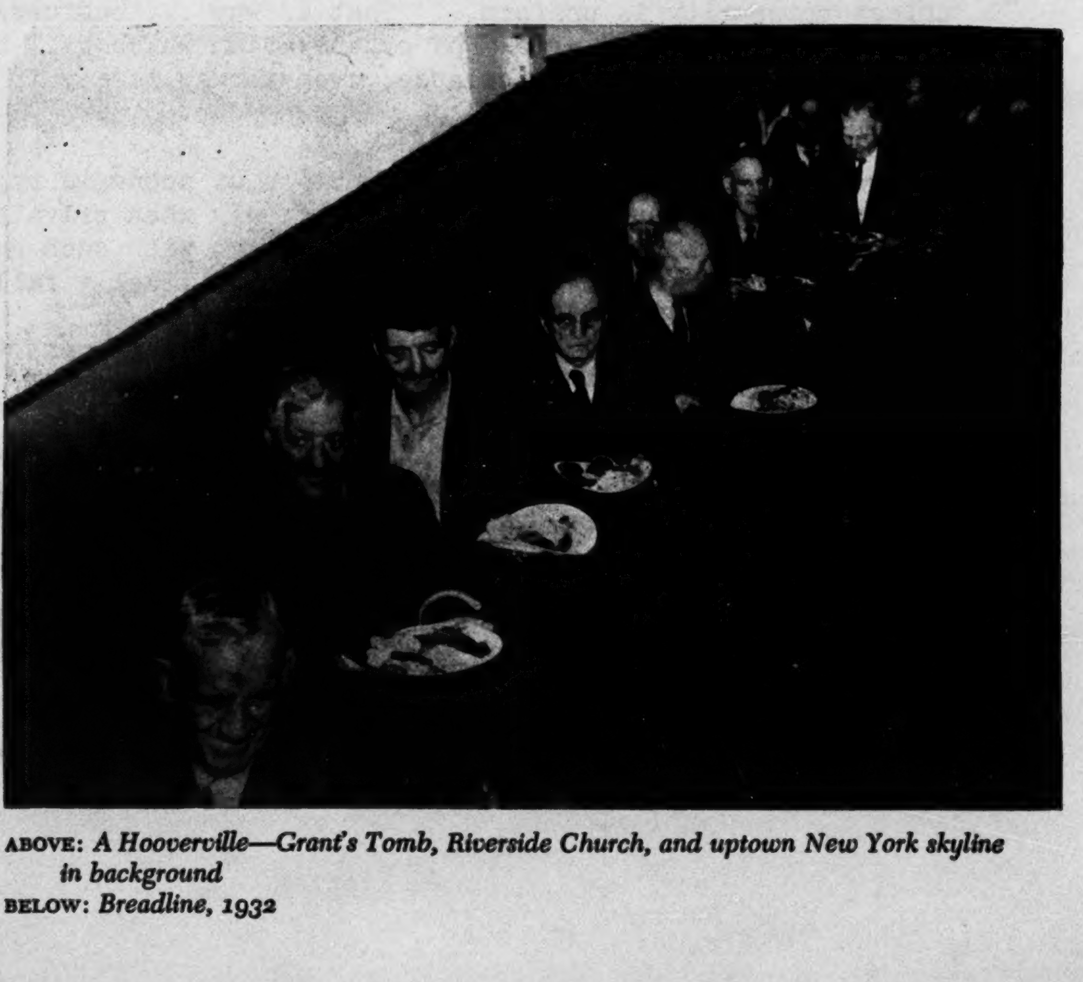
(From A History of the United States by
Williams, Current and Freidel, p. 540)

** Recommended for Students Achieving Above Grade Level
* Recommended for Students Achieving Below Grade Level



Father and Sons Walking in the Face of a Dust Storm, Cimarron County, Oklahoma. *Beginning late in 1933, years of extreme drought and high winds further afflicted the depression-plagued farmers of the Great Plains. The worst-hit area, centering around the panhandles of Texas and Oklahoma, eastern Colorado and New Mexico, and western Kansas, came to be known as the "Dust Bowl." "Only those who have been caught out in a 'black blizzard' can have more than a faint conception of its terrors," Lawrence Svobida, a Kansas wheat farmer, has written. "The dust begins to blow with only a slight breeze. . . . The wind increases its velocity until it is blowing at forty to fifty miles an hour. Soon everything is moving—the land is blowing, both farm land and pasture alike. The fine dirt is sweeping along at express-train speed, and when the very sun is blotted out, visibility is reduced to some fifty feet; or perhaps you cannot see at all, because the dust has blinded you and even goggles are useless to prevent the fine particles from sifting into your eyes."—Lawrence Svobida,* An Empire of Dust *(Caldwell, Idaho: The Caxton Printers, 1940).* (LIBRARY OF CONGRESS)

(From A History of the United States, by Williams, Current and Freidel, p. 546)



ABOVE: *A Hooverville—Grant's Tomb, Riverside Church, and uptown New York skyline in background*
BELOW: *Breadline, 1932*

(From American Epoch, A History of the United States, by Arthur Link)

Questions for Inquiry and Discovery

1. How does each photograph illustrate a problem that the New Deal faced?

2. How do the facial expressions on the people in the photographs indicate a sense of hopelessness and exhaustion?

3. Why are the people in these photographs so poorly dressed?

4. What parts of the country still contain people who are so poorly dressed and economically depressed?

Questions for Small Group Discussion

1. Should the government assume the obligation to feed and house the people in these photographs?

2. How can the government help these people?

C. Use of Presidential speeches to understand the need for increased federal powers

Speech #1

> A glance at the situation today only too clearly indicates that equality of opportunity as we have known it no longer exists...
>
> As I see it, the task of government in its relation to business is to assist the development of an economic declaration of rights, an economic constitutional order. This is the common task of statesman and businessman. It is the minimum requirement of a more permanently safe order of things.
>
> Happily, the times indicate that to create such an order not only is the proper policy of Government, but it is the only line of safety for our economic structures as well. We know, now, that these economic units (corporations) cannot exist unless prosperity is uniform... That is why ... businessmen everywhere are asking a form of organization which will bring the scheme of things into balance, even though it may in business...
>
> The government should assume the function of economic regulation only as a last resort, to be tried only when private initiative, inspired by high responsibility, with such assistance and balance as government can give, has finally failed...
>
> The final term of the high contract was for liberty and the pursuit of happiness.
>
> We have learned a great deal of both in the past century. We know that individual liberty and individual happiness mean nothing unless both are ordered in the sense that one man's meat is not another man's poison...
>
> ... government in this regard is the maintenance of a balance within which every individual may have a place if he will take it...

(From Franklin D. Roosevelt's Commonwealth Club Speech, September 23, 1932)

Questions for Inquiry and Discovery

1. Why did Roosevelt believe that the "equality of opportunity... no longer exists?"

2. Why did Roosevelt believe that an economic declaration of rights was necessary?

3. What do you feel Roosevelt meant by his economic declaration of rights?

4. On the basis of this speech what kind of economic program do you feel Roosevelt would advocate?

5. Does the statistical data presented previously support Roosevelt's analysis of the economic problems facing America?

Speech #2

> This is pre-eminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great nation will endure as it has endured, will survive and will prosper. So first of all let me assert my firm belief that the only thing we have to fear is fear itself - nameless unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance.
>
> In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in the critical days...
>
> Our greatest primary task is to put people to work ... It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war...
>
> The task can be helped by the definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities. It can be helped by preventing realistically the tragedy of the growing loss through foreclosure, of our small homes and our farms. It can be helped by insistence that the Federal, State and local governments act forthwith on the demands that their cost be drastically reduced... It can be helped by national planning for and supervision of all forms of transportation and of communication and other utilities which have definitely public character.

(From Franklin D. Roosevelt's First Inaugural Address)

Questions for Inquiry and Discovery

1. Why was this "the time to pre-eminently speak the truth?"

2. How did fear paralyze American efforts for economic recovery?

3. List the economic problems that America faced.

4. What solutions did Roosevelt offer to America's economic problems?

5. How would Roosevelt's solution to the economic problems foster the growth of democracy in the United States?

Speech #3

> I see a United States which can demonstrate that, under democratic methods of government, national wealth can be translated into a spreading volume of human comfort hitherto unknown - and the lowest standard of today called the necessities of life.
>
> I see millions of families trying to live on incomes so meager that the pall of family disaster hangs over them day by day.
>
> I see millions whose daily lives in city and on farm continue under conditions labeled indecency by a so-called polite society half a century ago.
>
> I see millions denied education, recreation and the opportunity to better their lot and the lot of their children.
>
> I see millions lacking the means to buy the products of farm and factory and by their poverty denying work and productiveness to many other millions.
>
> I see one third of a nation ill-housed, ill-clad, ill-nourished.
>
> It is not in despair that I paint you that picture. I paint it for you in hope because the nation, seeing and understanding the injustice in it, propose to paint it out.

(From Franklin D. Roosevelt's Second Inaugural Address).

Questions for Inquiry and Discovery

1. What are the significant differences between the First and Second Inaugural Addresses?
2. List three problems that Roosevelt discusses in his Second Inaugural Address.
3. Why were "millions" denied education, recreation and the opportunity to better their lot and the lot of their children?
4. Which problems which existed in the country were not mentioned by Roosevelt?
5. To what degree could you say that Roosevelt's program was successful if all the problems outlined in the Second Inaugural Address still existed?
6. Why was there little or no mention of the Afro-American problem in the United States in either speech?
7. How did all the problems mentioned in this address limit the growth of democracy?

Follow up Activities

a. Present the students with the major provisions of the following legislative acts of the New Deal and then ask the students to tell how they increased the power of the Federal government:

1. Tennessee Valley Authority Act	1933
2. National Industrial Recovery Act	1933
3. Agricultural Adjustment Act	1933
4. Public Works Administration	1933
5. National Labor Relations Act	1935
6. Social Security Act	1935
7. Fair Labor Standards Act	1938

* b. The class might play the game, What Do I Do? The teacher could put on the blackboard the following initials:

1. T.V.A. 2. C.C.C. 3. N. R. A.
4. F.A.B. 5. N.L.R.B. 6. W.P.A.

The students could then be asked to tell what the initials stand for and what function the agency carried out.

c. The students should be asked to illustrate the functions of one of the agencies created under the New Deal. They should not tell on their picture what the agency does. Rather they should put the name of the agency on the back of the drawing. Then, the student should hold up his drawing and the class should guess what agency is illustrated.

d. The teacher should present the student with the following situations and ask what agency created under the New Deal might help the person:

1. Unemployed worker
2. Poor farmer
3. A family without any means of buying food
4. An unemployed youth

** e. Have the students compare the following interpretations of the increase of governmental power and answer the questions at the end:

Interpretation #1

> The New Deal made no concrete moves toward enforced equality, unless it was in its non too vigorous steps against segregation in public housing and against discrimination in employment on government contracts, but it smiled sympathetically on a liberal movement that was hurrying in that direction. The very love of the New Deal was far more aggressively equalitarian than that of either Populism or progressivism. It was the New Dealer's President who told the Daughters of the American Revolution: "Remember, remember always that all of us, and you and I especially, are descended from immigrants." ... The print was carried to its further significance by a disconcerning upper-income liberal, who added: "For quite a while I have lived in a commuter community that is rabidly anti-Roosevelt and I am convinced that the least of their hatred is not economic. The real source of the venom is that Rooseveltism challenged their feeling that they were superior people occupying by night a priviledged position in the world."

(From Eric Goldman in Rendevous With Destiny N.Y.,A.A.Knopf,1952-p.86.)

Interpretation #2

> Still, granting that absolute discontinuities do not occur in history, and viewing the history of the New Deal as a whole, what seems outstanding about it is the drastic new departure that it marks in the history of American reformism. The New Deal was different from anything that had yet happened in the United States: different because its central problem was unlike the problems of progressivism; different in its ideas and its spirit and its techniques...
>
> Indeed, the New Deal episode marks the first in the history of reform movements when a leader of the reform party took the reins of a government confronted above all by the problems of a sick economy...

* Recommended for Students Achieving Below Grade Level.
** Recommended for Students Achieving Above Grade Level.

> But by the end of 1937 it was clear that something had been added to the social base of reformism. The demands of a large and powerful labor movement, coupled with the interests of the interests of the unemployed, give the later New Deal a socio-democratic urge that had never before been present in American reformism was fated henceforth to take responsibility on a large scale for social security, unemployment insurance, wages and hours and housing.

(Richard Hofstadter in the American Political Tradition ,N.Y.,A.A.Knopf, 1948, p.267.)

Interpretation #3

> From the perspective of the late 1960's...the reforms of the New Deal did not transform the American system; they conserved and protected American corporate capitalism, occasionally by absorbing parts of threatening programs. There was no significant redistribution of power in American society, only limited recognition of other organized groups, seldom unorganized peoples. Neither the bolder programs advanced be New Dealers nor the final legislation greatly extended the beneficence of government beyond the middle classes or drew upon the wealth of the few for the needs of the many. Designed to maintain the American system liberal activity was directed toward essentially conservative goals. Experimentalism was most frequently limited to means; seldom did it extend to ends...

(Taken from Barton J. Bernstein - The New Deal in Toward a New Past Dissenting Essays in American History , New York , Pantheon, 1968, p.302

Interpretation #4

> In the thirties, as now, the place of the New Deal in the broad stream of American development has been a matter of controversy. Historians and commentators on the American scene have not yet reached a firm agreement - if they ever will - as to whether the New Deal was conservative or radical in character, though it does appear that the consensus now seems to lean toward calling it conservative and traditional. Certainly if one searches the writings and utterances of Franklin Roosevelt, his own consciousness of conservative aims is quickly apparent. "The New Deal is an old deal - as old as the earliest aspirations of humanity for liberty and justice and the good life," he declared in 1934. "It was this administration," he told a Chicago audience in 1936, "which saved the system of private profit and free enterprise after it had been dragged to the brink of ruin..."
>
> But men making a revolution among a profoundly conservative people do not advertise their activity, and above all Franklin Roosevelt understood the temper of his people... Roosevelt was at heart a conservative... But he was without dogma in his conservatism, which was heavily interlaced with genuine concern for people. He did not shy away from new means and new approaches to problems when circumstances demanded it. His willingness to experiment, to listen to his university-bred Brain Trust, to accept a measure like the TVA, reveal the flexibility in his thought.
>
> The conclusion seems inescapable that, traditional as the words may have been in which the New Deal expressed itself, in actuality it was a revolutionary response to a revolutionary situation... The searing ordeal of the Great Depression purged the American people of their belief in the limited powers of the Federal government and convinced them of the necessity of the guarantor state.

(Carl Degler, Out of Our Past. New York: Harper, 1958, pp. 412-13.)

Questions for Inquiry and Discovery

1. Why do none of the historians feel that Roosevelt was a revolutionary?

2. Why do Barton Bernstein and Carl Degler state that Roosevelt was essentially a conservative?

3. Which pieces of legislation enacted by the New Deal would support Hofstadter's argument that "it (New Deal) is the drastic new departure that it marks in the history of American reformism."

4. "The real source of the venom is that Rooseveltism challenged their feeling that they were superior people occupying by might a privileged position in the world."

   "Roosevelt was at heart a conservative... But he was without dogma in his conservatism, which was heavily interlaced with genuine concern for people."

   How would you reconcile these two different interpretations of the New Deal?

Questions for Small Group Discussion

1. Did the New Deal bring about a legal revolution in the United States? Explain.

2. Were the reforms of the New Deal necessary to preserve the old order?

3. Did the New Deal further socialism in America?

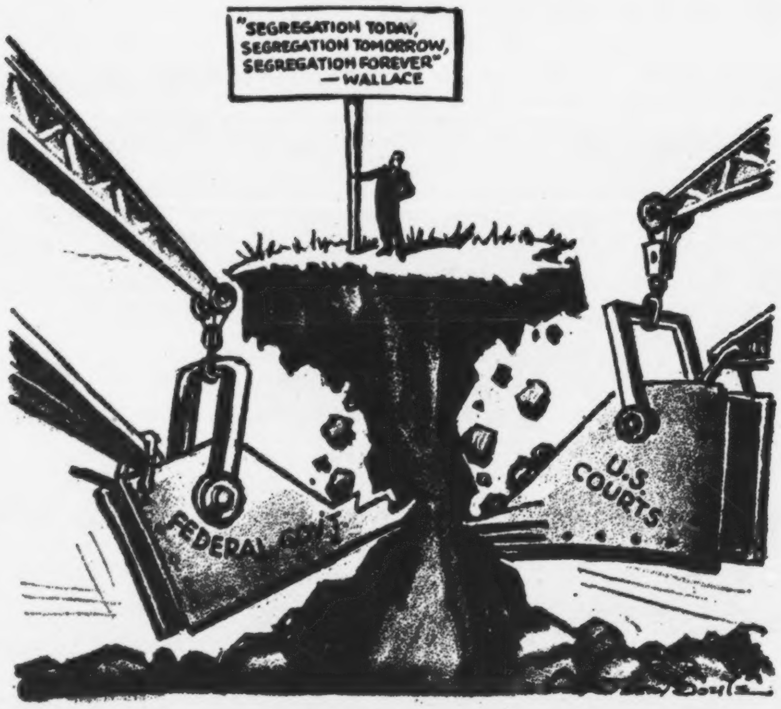
4. Without the New Deal, would fascism or communism have gained control of the American Government?

   Ask the students to look up in the microfilm section of the library editorials in newspapers which discussed the New Deal. The student should then orally report to the class what these editorials said. The class might then discuss the different editorials.

   The students should ask their parents and grandparents whether they supported F.D.R. and why they did or did not. They then should discuss in class why their parents differed.

   Students who read a foreign language should go to the New York Public Library and read the editorials of a foreign newspaper during this period and report back to the class about what the foreign press thought about the New Deal.

D. Use of a cartoon to illustrate the reasons for an increase in Federal power.


"SEGREGATION TODAY,
SEGREGATION TOMORROW,
SEGREGATION FOREVER"
—WALLACE
FEDERAL GOV'T
U.S. COURTS
Jerry Doyle

JERRY DOYLE, PHILADELPHIA DAILY NEWS

LAST DITCH STAND

(Jerry Doyle in Philadelphia Daily News)

Questions for Inquiry and Discovery

1. What is happening in this cartoon?
2. Why is George Wallace making a "last ditch stand"?
3. Why is the power of the Federal Government necessary to end segregation?
4. How did Civil Rights Acts of 1957, 1960, 1964 increase the power of the Federal Government?

E. Use of a list of New Society Programs to help explain why there has been an expansion of governmental power.

New Social-Welfare Programs

Cities

ANTIPOVERTY CAMPAIGN: Begun in 1964 with the Economic Opportunity Act and a one-year authorization of just under $1-billion, stepped up greatly in later years with the Department of Health, Education and Welfare, the Department of Labor and the Department of Housing and Urban Development, set up in 1965, increasingly involved.

TRANSPORTATION: Urban mass transportation acts of 1964 and 1966.

MODEL CITIES: Act of 1966 proposing grants to cities, supplemental to those available from other Federal sources, to fight urban problems in the most blighted areas, including housing, health, education, jobs, welfare, transportation and public facilities. Funded with $312-million in the fiscal year 1968, its appropriation has been doubled for the coming year.

RENT SUPPLEMENTS: Started in 1966 to provide better housing for low-income families, funded far below Administration requests.

CRIME CONTROL: Safe Streets and Crime Control Act of 1968, providing block grants to improve state and city law enforcement.

Civil Rights

SEGREGATION: Act of 1964 outlawing discrimination in hospitals, restaurants, hotels and employment; authorizing shutoff in Federal aid used in a discriminatory manner.

VOTING: Act of 1965 protecting voting rights at the national, state and local level.

HOUSING: Act of 1968 protecting civil rights workers and initiating fair housing requirements nationally.

Conservation

WATER POLLUTION: Water Quality Act of 1965 and the Clean Water Restoration Act of 1966 under which $5.5-billion in grants have been made for water purification and sewage treatment plants.

AIR POLLUTION: Clean air Act and Air Quality Acts of 1965 and 1967 seeking air cleansing through regional grants.

WASTE: Solid Waste Disposal Act of 1965.

ROADS: Highway Beautification Act of 1965 to cover 75 per cent of the cost of removing roadside eyesores.

RECREATION: Urban beautification under the urban renewal act, including the creation of vest pocket parks in congested areas.

Health

MEDICARE: Set up in 1965 insurance for 20 million citizens at 65 under the Social Security system to cover hospital and doctor costs.

MEDICAID: Act of 1965, providing medical care for the needy, with 7.7 million people in 43 states now getting aid.

DOCTOR TRAINING: Health Professions Act of 1963-65 seeking to train 1,700 doctors.

NURSES TRAINING: Act of 1964, which has already provided 65,000 loans for schooling.

MENTAL HEALTH: Program of 1965-66, providing centers for treatment and training.

IMMUNIZATION: Program for preschool children against polio, diphtheria, whooping cough, tetanus and measles, under which, for example, the annual incidence of measles dropped from 450,000 in 1963 to 62,000 last year.

HEALTH CENTERS: Heart, cancer and stroke regional centers.

CHILD HEALTH: Improvement and Protection Act of 1968 for prenatal and postnatal care.

Consumer Protection

MEAT: Meat Inspection Act of 1967, requiring states to enforce Federal standards or yield to Federal inspection.

POULTRY: Poultry Inspection Act of 1968.

FABRICS: Establishment of Product Safety Commision in 1967 to study dangerous household products and flammable fabrics amendments to 1953 act directing Secretary of Commerce to fix safety standards in clothing.

FARM PRICES: Food Marketing Commission set up to study farm-to-consumer prices.

TRUTH IN LENDING: Act of 1968 requiring dollars-and-cents accounting of actual costs under "easy credit" and other financing plans.

PACKAGING: Fair Packaging and Labeling Act.

ELECTRONICS: Hazardous Radiation Act designed to reduce possible harmful effects of television and other electronic house devices.

TRAFFIC: Traffic and Highway Safety Act setting standards to be met by manufacturers for automobile safety.

Education

ELEMENTARY SCHOOLS: Elementary and Secondary Act of 1965, strengthened in 1966, providing stepped-up aid to 100 per cent in 1970 for quality education, including text books for public and private schools, with a $9.2-billion authorization for the next two years.

HIGHER EDUCATION: Act of 1965 providing liberal loans, scholarship and facility construction money.

TEACHER CORPS: Act of 1965 to train teachers.

AID TO POOR: Educational Opportunity Act of 1968 to help poor go to college.

Job Opportunity

TRAINING: Manpower Development and Training Act of 1964 to qualify persons for new and better jobs.

JOB CORPS: Economic Opportunity Act of 1964 setting up Job Corps, Neighborhood Youth Corps and new careers programs.

APPALACHIA: Program of 1965 seeking economic development and jobs in 11-state economically depressed area.

(From The New York Times School Supplement, February, 1969)

Questions for Inquiry and Discovery

1. What new programs did the Great Society develop to meet the problems in the following areas:

    a. education
    b. cities
    c. health
    d. civil rights

2. Why could the states not deal with these problems without the aid of the Federal Government?

3. Which of these problems requires the greatest amount of Federal attention? Why?

4. Which of the Great Society programs has achieved the greatest amount of success? Explain.

Questions for Small Group Discussion

1. Can states deal effectively with the problems facing urban America?

2. Should the Federal Government share its revenue with the states?

3. Are the problems of 20th century too big for any one state?

Questions for Further Study

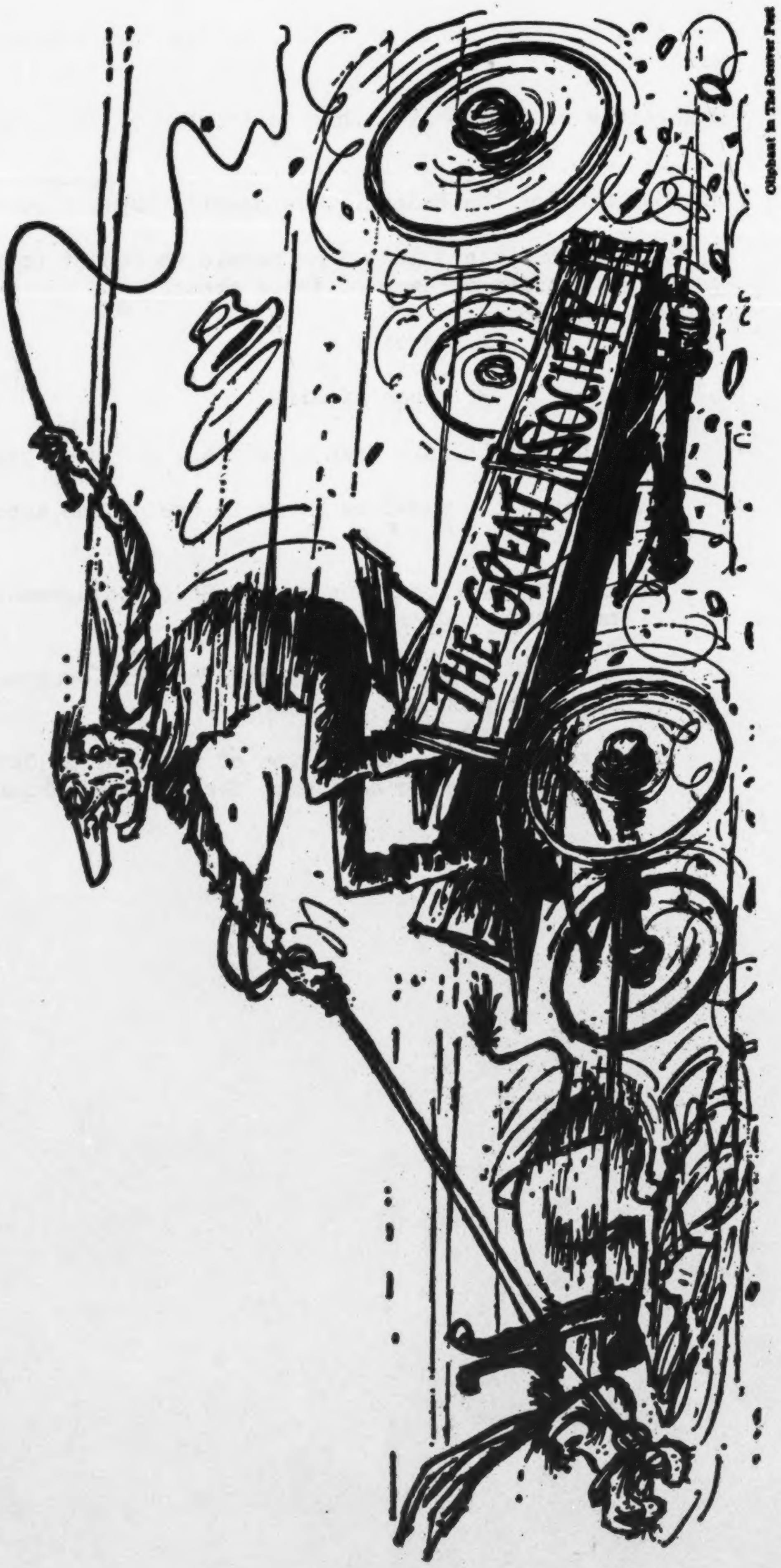
1. Why didn't the states move quickly enough to guarantee civil rights for all Americans?

2. How have the Civil Rights Acts of 1960, 1964, 1965 increased the power of the Federal Government in public transportation, public accommodations and voter registration?

3. How much has New York City achieved in public housing without Federal assistance?

Follow up Activities:

a. Show the class the following cartoon:


THE GREAT SOCIETY

Oliphant in The Denver Post

(Reprinted with permission from the New York Times, January 13, 1969)

Questions for Inquiry and Discovery

1. Who is on the wagon?
2. What is the wagon called?
3. Why is the wagon falling apart?
4. How does the cartoonist show his dislike for Johnson's program?
5. What title would you give this cartoon?
6. Do you think that this cartoonist is for or against expansion of the power of the Federal Government? Explain your answer.

b. Organize the class into three panels to report to the class on one problem in each of these areas:

1. Education
2. Civil Rights
3. Urban affairs

After the panels have been organized, ask each panel to:

1. Discuss the problems faced in one of the areas selected
2. List the action taken by the State Government to meet the problem
3. List the action taken by the Federal Government to meet the problem
4. Discuss whether the action of the Federal Government was necessary to deal with the problem adequately.

VI. HOW CAN INDIVIDUALS AND GROUPS INFLUENCE THE USE OF POLITICAL POWER IN THE UNITED STATES?

Emphases:

Democracy rests upon the active participation of its citizens.

Political parties play an important role in our democracy.

Pressure groups which represent particular interests influence political power in the United States.

A. Using statements by the Founding Fathers to understand political parties:

> By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community...
>
> The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. A zeal for different opinions concerning religion, concerning government, and many other points, as well of speculation as of practice; an attachment to different leaders ambitiously contending for pre-eminence and power; or to persons of other descriptions whose fortunes have been interesting to human passions, have, in turn, divided mankind into parties, inflamed them with mutual animosity and rendered them much more disposed to vex and oppress each other, than to cooperate for their common good....But the most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. Those who are creditors, and those who are debtors, fall under a like discrimination. A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different classes, actuated by different sentiments and views. The regulation of these various and interfering interests form the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of the government.

(From The Federalist, No. 10 by James Madison)

Questions for Inquiry and Discovery

1. Why, according to Madison, are factions formed?
2. How do factions originate in the nature of man?
3. According to Madison, why is property the single most important cause of factions?
4. What is the function of government in a society of factions?
5. What similarities exist between Madison's idea of the importance of property and those of Karl Marx?

Questions for Small Group Discussion

1. Are political parties vital to the existence of a democracy?
2. Do political parties only divide Americans?
3. Have political parties hindered or helped in curbing the "spirit of faction" in the United States?

> Let me now .... warn you in the most solemn manner against the baneful effects of the spirits of party generally. This spirit .... exists .... in all governments ...., but in those of the popular form it is seen in its greatest rankness and is truly their worst enemy .... It serves always to distract public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms; (it) kindles the animosity of one part against another ....

(From Farewell Address by George Washington.)

Questions for Inquiry and Discovery

1. Why did Washington fear political parties?
2. How do political parties agitate the community with ill-founded jealousies and false alarms?
3. How might Madison refute Washington's argument about the harmful effect of political parties?
4. Adlai E. Stevenson stated that, "... it is traditional for Americans to fight hard before an election. It is traditional to close ranks after an election. We vote as many, but we pray as one." Why would Washington disagree with this statement?

> The nation at length passed condemnation on the political principles of the Federalists, by refusing to continue Mr. Adams in the Presidency. On the day on which we learned in Philadelphia .... the vote of the Union, I called on Mr. Adams on some official business. He was very sensibly affected, and accosted me with these words: "Well, I understand that you are to beat me in this contest, and I will only say that I will be as faithful a subject as any you will have." "Mr. Adams", said I, "this is no personal contest between you and me. Two systems of principles on the subject of government divide our fellow citizens into two parties. With one of these you concur, and I with the other. As we have been longer on the public stage than most of those now living, our names happened to be more generally known. One of these parties, therefore, has put your name at its head, the other mine. Were we both to die today, tomorrow two other names would be in place of ours, without any change in the motion of the machinery. Its motion is from its principles, not from you or myself."

(From a letter of Thomas Jefferson to Dr. Benjamin Rush, January 1811)

Questions for Inquiry and Discovery

1. According to Jefferson, how did political parties originate?
2. Why did Jefferson state that political parties did not develop out of personal differences?
3. Why would Jefferson and Madison agree about the importance of political parties?
4. Elihu B. Root stated that "the principal ground for reproach against any American citizen should be that he is not a politician". Why would both Madison and Jefferson agree with Root?

Follow Up Activity

a. Ask the students whether they participated or voted in the last G.O. election in their school. Have them discuss the following questions:

1. Why did you support one or the other political parties?
2. Are different parties necessary for democratic G.O. elections?
3. Would you want to form your own political party?

B. Use of audio-visual kit to help understand the function of American political parties. Show Eye-gate filmstrip, *A Defense of the American Political Party System* (*The American Political Party System* 4-1D), and play the accompanying record.

Questions for Inquiry and Discovery

1. What is the function of a political party?

2. Why are political parties important?

3. How do political parties help Americans resolve their conflicts?

4. How have third political parties provided ideas for the larger political parties?

Questions for Small Group Discussion

1. Do we need political parties?

2. How can political parties be made more democratic?

Follow Up Activity

a. Have the class view *A Criticism of the American Party System* (Eye-gate, *The American Political Party System* 4-1D). Instead of listening to the accompanying record, ask the class to prepare their own tape which would explain the filmstrip.

b. This audio-visual kit on political parties can be used for team teaching of political parties.

Monday - Two classes view together the filmstrip and accompanying record of *A Defense of the American Political Party System*. Before the students view and listen they should receive the Questions for Inquiry and Discovery and the Questions for Small Group Discussion. Then, the class should be broken down into three seminar groups: A; B; and C.

Group A discusses: Do We Need Political Parties?

Tuesday - Group B discusses: How Can We Make Political Parties More Democratic?

Group C goes to the library to prepare a tape for the filmstrip, *A Criticism of the American Party System*, which should have been given to the librarian along with a projector.

Wednesday - Group C discusses: Do We Need Political Parties?
Group A discusses: How Can We Make Political Parties More Democratic?
Group B goes to the library to make its tape.

Thursday - Group B discusses: Do We Need Political Parties?

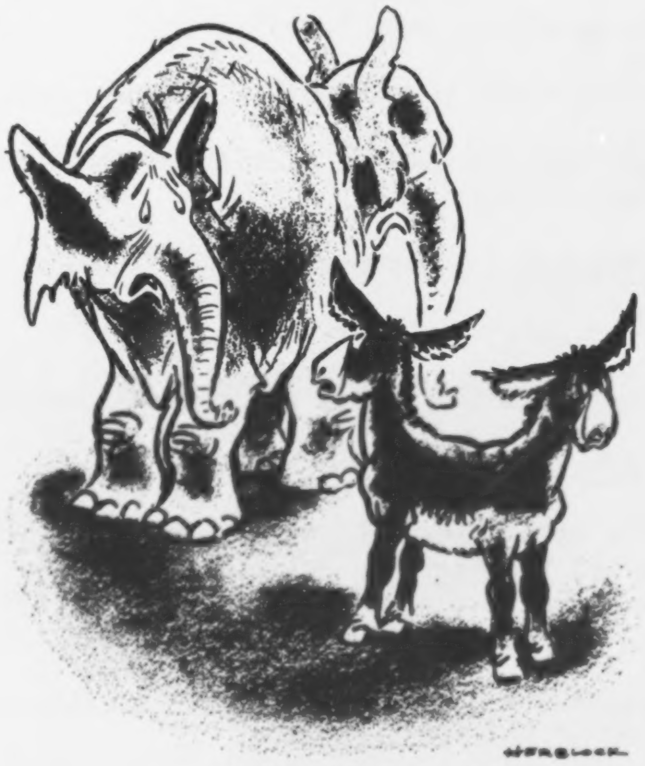
Group C discusses: How Can We Make Political Parties More Democratic?

Group A goes to the library to make its tape.

Friday - Two classes view filmstrip, A Criticism of the American Political Party System and listen and discuss the three different tapes.

C. Use of cartoon to understand differences within a political party.

"I Have The Same Trouble"



The Herblock Book (Beacon Press, 1952)

(From American Government by Ludlum et al. New York: Houghton Mifflin, 1965, p. 74)

Questions for Inquiry and Discovery

1. Which political parties are represented by each of the animals?
2. Why does each party have two heads?
3. Why is each party a mixture of different political beliefs?
4. What benefits would be present for the voter and for the country if all the "conservatives" in each party and all the "liberals" in each party created two new parties, the Conservative and the Liberal?

D. Using personal interviews to help understand how political parties operate.

Assign several students in the class to interview the present Democratic and Republican precinct leaders or other party officials in the neighborhood. The following questions may be used as a guide for them:

1. What are the advantages of working for a political party?

2. How does one become a member of a political party?

3. How can a person become a member of a political club in his district? Does he pay dues? Are there any advantages in membership? What are the obligations? How is the leader chosen?

4. How may a high school student prepare himself for a career in politics?

Have them report the answers they have received to the class.

E. Using a third-party platform to show that third parties influence the two major political parties.

Excerpts from Populist Party platform of 1892

> We declare that this republic can only endure as a free government while built on the love of the whole people for each other and for the nation; that it cannot be pinned together by bayonets; that the Civil War is over and that every passion and resentment which grew out of it must die with it, and that we must be in fact, as we are in name, one united brotherhood of freedom. Our country finds itself confronted by conditions for which there is no precedent in the history of the world. Our annual agricultural productions amount to billions of dollars in value, which must within a few weeks or months be exchanged for billions of dollars worth of commodities consumed in their production; the existing currency supply is wholly inadequate to make this exchange. The results are falling prices, the formation of combines and rings, the impoverishment of the producing class. We pledge ourselves that if given power we will labor to correct these evils by wise and reasonable legislation in accordance with the terms of our platform .....
>
> We declare, therefore:
>
> First. That the union of the labor forces in the United States this day consummated shall be permanent and perpetual; may its spirit enter into all hearts for the salvation of the republic and the uplifting of mankind.
>
> Second. Wealth belongs to him who creates it, and every dollar taken from industry without an equivalent is robbery. "If any will not work, neither shall he eat." The interests of rural and civic labor are the same; their enemies are identical.
>
> Third. We believe that the time has come when the railroad corporations will either own the people or the people must own the railroads .....
>
> We demand a national currency, safe, sound, and flexible, issued by the general government only, a full legal tender for all debts, public and private ....
>
> We demand free and unlimited coinage of silver and gold at the present legal ratio of sixteen to one.
>
> We demand a graduated income tax.
>
> We believe that the money of the country should be kept as much as possible in the hands of the people, and hence we demand that all States and National revenues shall be limited to the necessary expenses of the government, economically and honestly administered.
>
> Transportation being a means of exchange and a public necessity, the government should own and operate the railroads in the interests of the people.

The telegraph and telephone, like the post-office system being a necessity in the transmission of news, should be owned and operated by the government in the interests of the people.

The land, including all the natural sources of wealth, is the heritage of the people, and should not be monopolized for speculative purposes, and alien ownership of land should be prohibited.

(Ignatius Donnelly's Preamble to the Populist Party Platform, July 4, 1892.)

Questions for Inquiry and Discovery

1. "Third parties in the United States are not especially important in their own right, but only in terms of their influence on major parties."
   (Clinton Rossiter, Parties and Politics in America, Ithaca: Cornell University Press, 1960, p. 11.)

   Using the preamble to the Populist Platform, show how many of these proposals were later accepted by the two major political parties or enacted into law.

2. Which of the demands in the Populist Platform have not been enacted into law?

3. Why did the Populist Party very quickly begin to decline and lose its influence even though many of its ideas were adopted by the major parties?

F. Using student debates to discuss current issues concerning political parties.

Each of the topics below represents a significant problem under discussion. Have the class choose one of these for debate:

a. Resolved, that our major parties be reorganized so that each truly reflects sharp differences of opinion in our society.

b. Resolved, that the federal and state governments place a ceiling on all campaign expenditures.

c. Resolved, that the federal government contribute money to the campaign of the two major parties.

G. Use of simulation to study political parties.

The study of political parties readily lends itself to the technique of simulation. National Committee meetings, platforms, committee meetings, national nominating conventions are "naturals" for student participation in a simulation exercise. The teacher in preparing such an exercise should find the following useful:

Simulation: A Teaching Strategy, which is a report of a simulation of a Republican Nominating Convention by the Senior High School Studies Department of Cedar Rapids and published under the aegis of the Foreign Policy Association and the N.C.A. Foreign Relations Project.

H. Using a case study of a lobby to understand how pressure groups try to influence government.

It will be helpful to our discussion to refer briefly to the background of the Harris-Fulbright bill.

On June 7, 1954, the Supreme Court rendered its decision in Phillips v. Wisconsin (347 U.S. 673), by which it held that natural gas producers were subject to regulation by the Federal Power Commission under the Natural Gas Act. The decision had a profound effect on the oil and gas industry. There was, first, the natural reluctance of any industry to be regulated; second, the fear that regulation of gas producers might lead to regulation of the oil and other industries.

The chief object of the Harris-Fulbright bill was to exempt natural gas producers from regulation by the Federal Power Commission under the Natural Gas Act . . .

Immediately after the Phillips decision, the natural gas industry began to organize a broad national campaign seeking to nullify, by congressional action, the Supreme Court decision in the Phillips case. Later, when their campaign was under way, a counter effort was launced by local public utilities, labor unions, and other groups which opposed the oil industry's effort.

From the time the Harris-Fulbright bill was first introduced until its passage by both Houses of Congress, there was a continuous stream of letters to Members of Congress from all over the country either in support of or opposition to the bill, as numerous personal contacts with Members of Congress.

Testimony was elicited at public hearings . . . from the following organizations and groups supporting the Harris-Fulbright bill; Natural Gas and Oil Resources Committee, General Gas Committee, and Joint Committee of Consumers and Small Producers.

Major oil companies whose activities in support of the bill were the subject of public hearings were: Gulf Oil Corp.; Humble Oil & Refining Co., Shell Oil Co., Standard Oil Company of California and Standard Oil Company of Indiana.

Testimony was also received from opponents of the bill . . .

(SUMMARY OF TESTIMONY)

The Natural Gas and Oil Resources Committee (hereafter "NGO") was formerly organized in October 20, 1954, by a cross section of the oil and gas industry. The officers were:

Chairman: Leonard F. McCollum (president of Continental Oil Co.)

Vice Chairman: Paul Kayser, resigned in June 1955 (president of El Paso Natural Gas Co.)

Treasurer: J.C. Donnell II (president of Ohio Oil Co.)

Executive Director: Baird H. Markham, retired (formerly with American Petroleum Institute)

The avowed objective of NGO was to formulate and execute a long-range public information program, national in scope, to inform the public concerning the business of exploring for and producing natural gas, the harmful effects of Federal regulation, and the benefits of an unregulated industry; also, to counter representations made by organized groups which allegedly distorted the role of the industry.

The testimony of Leonard F. McCollum, chairman of NGO, on legislative aspects of the campaign conducted by NGO, was in part as follows: . . .

Mr. Fay (Chief counsel to the special committee): Would you say that it was correct or incorrect to conclude that one of the ultimate aims was to influence legislation which would exempt gas producers from regulation or control?

* * * *

Mr. McCollum: You said one of the ultimate aims, now, I can answer your question this way: In the record is a statement of the Natural Gas and Oil Resources Committee, a statement of purpose, which ..... stated that ..... this committee ..... was a long-range information and education committee.

* * * *

Certainly if the public were informed on a subject as we understand stood it ... one thing ultimately could be legislation of some form or other.

* * * *

To answer your question, yes; it is conceivable that one of the results would be legislation.

Mr. Fay: That was one of the results desired by the objectives and purposes of NGO?

Mr. McCollum: One of the purposes was to inform the public and, if you will read my statement here, out of that they would realize the harmful effects of excessive Federal regulation, and if the public realized that, we are convinced necessary action will take place.

* * * *

The Chairman (Senator McClellan): And one of its purposes was, in fact, primarily its chief purpose was, to influence legislation by informing the public and trying to persuade the public to your point of view; isn't that correct?

Mr McCollum: One of its purposes.

The Chairman: Was that not its principal purpose? I am not saying that there is anything wrong with it.

* * * *

Mr. McCollum: I would like to answer it was not the principal purpose.

The Chairman: What was the principal purpose?

Mr. McCollum: The principal purpose was to have an educated and informed public, so that the public would act, and one of the results would be legislation, not only against this Federal regulation but also that it would be an informal public, that we are under the threat of price controls, and they think we are making too much money and we don't think so. We have the problem of conservation, and we con't have an informed public. We know some of us contend and have fought for more wide-spread dissemination of information concerning the American petroleum and gas industry.

Mr. Chairman: Let us see if we understand each other. The effect of your testimony is that these other purposes that you have just related were worthy objectives that would justify the forming of the organization, the committee, even though there had not been a decision such as the Phillips case. The other reasons you have given would have justified, in your belief, the creation of this character of a committee and prompted this character of program, public relations program, and public information program; is that correct?

Mr. McCollum: Yes, that is correct, and you will find the record on several meetings where I, among others, have contended we should do this.

The Chairman: Prior to the Phillips decision?

Mr. McCollum: Yes, sir.

The Chairman: But the Phillips decision actually set it in motion?

Mr. McCollum: It kicked it off.

The Chairman: And caused it to be created.

Mr. McCollum: It hastened its creation; yes, sir. It hastened it. How can individual and groups participate in government to make their wishes known or to bring about change?

(Quoted from Parties and Pressure Groups by John P. Roche and Leonard W. Levy, Harcourt, Brace and World, 1964, pp. 217-228.)

Questions for Inquiry and Discovery

1. Why was NGO formed?
2. Who supported its activities?
3. How did its activities attempt to change governmental policies?
4. How did NGO raise money for its activities?
5. To whom did NGO's program appeal?
6. How did NGO use the mass media to get public support for its policies?

Follow-up Activities

a. The class should be assigned to investigate how one particular lobby works. As an example, the American Farm Bureau might be used. The student should be asked to answer the following questions:

    1. What is its purpose?
    2. From what source does it obtain its funds?
    3. How does the lobby operate?
    4. How does the lobby influence government?

b. The class might discuss how poor people in recent years have organized lobbies to influence government.

I. A case study of how individuals have influenced political power in the United States.

The Montgomery bus boycott is an excellent example of how an aroused community with a gifted, intelligent leader can bring about political change.

The students should become familiar with the segregated customs of the deep South before the specific facts of this situation in Birmingham are discussed.

Next, a discussion of Rosa Parks' defiance to sit in the usual place assigned to "colored poeple" would help the student understand the immediate circumstances of the strike.

The class might then discuss the strike itself and how Birmingham was forced to changed its local laws without anybody being physically hurt or a shot being fired.

Follow-up Activity :

a. After the students have discussed the facts and consequences of the Birmingham bus boycott, they might assume that they were in the position of Rose Parks, Martin Luther King, Jr. or the Mayor of Birmingham.

Then they should consider the following questions:

In Rosa Parks' place:

1. Would you have moved to the rear of the bus to avoid trouble?
2. Would you not have moved from your seat no matter what happened?
3. If the bus driver refused to move the bus, what would you have done?
4. If the bus driver physically started to eject you from the bus, what would you have done? Why?

In Dr. Martin Luther King, Jr.'s position:

1. If the city refused to change its laws, what would you have done? Why?

As the Mayor of Birmingham:

1. Would you have changed the laws of Birmingham in response to the bus boycott?
2. If the white community said it would mount a counter boycott if you changed the regulations, what would you have done?

Finally, ask the students to list three important nationwide results of the Birmingham bus boycott.

VII. WHAT ARE THE CIVIL LIBERTIES AND DUTIES OF AN INDIVIDUAL IN OUR DEMOCRACY?

Emphases:

The authority of the democratic state is limited by constitutional guarantees and traditions.

Under the Constitution all Americans have inalienable rights.

Democratic living entails duties and responsibilities as well as rights and privileges.

A. Using case studies of actual Supreme Court cases to understand the extent and limits of civil rights.

Case Study I: Schenck v. United States (1919)

Facts in the case: The defendant, Schenck, sent to newly drafted men during World War I, pamphlets which denounced conscription and urged resistance to it. Schenck was general secretary of the Socialist Party and was responsible for the printing and distribution of some 1500 of these pamphlets. He was indicted under the Federal Espionage Act of 1917 and was convicted in the U.S. District Court in Philadelphia. He appealed to Supreme Court under Article I of the Constitution, but the Court unanimously upheld his conviction.

Provision of the Espionage Act which served as the basis for Schenck's indictment: "Whoever, when the United States is at war, shall willfully cause or incite insubordination, disloyalty, mutiny or refusal of duty in the military or naval forces of the United States, or shall willfully obstruct the recruiting or enlistment service of the United States, ... shall be punished by a fine of not more than $10,000 or imprisonment for twenty years, or both."

Statements in the pamphlet under question: "The document in question recited the first section of the Thirteenth Amendment, said that the idea embodied in it was violated by the Conscription Act and that the conscript is little better than a convict. In impassioned language it intimated that conscription was despotism in its worse form and a monstrous wrong against humanity in the interests of Wall Street's chosen few. It said, 'Do not submit to intimidation', 'Assert your Rights' ... It denied the power to send our citizens away to foreign shores to shoot up the people of other lands."

Constitutional basis for the appeal: Amendment I: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press...."

Decision, written by Justice Holmes for a unanimous court: "We admit that in many places and in ordinary times the defendants, in saying all that was said in the circular, would have been within their constitutional rights. But the character of every act depends on the circumstances in which it was done. The most stringent protection of free speech would not protect a man in falsely shouting is whether the words used are used in such circumstances and of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight and that no Court could regard them as protected by any constitutional right .... Judgments affirmed."

Questions for Inquiry and Discovery

1. Why was Schenck brought to trial?

2. Why did the U.S. District Court convict Schenck?

3. On what constitutional grounds did Schenck appeal to the Supreme Court?

4. What was the decision of the Supreme Court? Explain the reasons given by Justice Holmes for the decision. Why is the Court's decision in this case described as the "clear and present danger" rule?

5. The Supreme Court's decision allows Congress to limit civil liberties during war time.

6. Explain why you would or would not agree with this decision.

Case Study II: Gideon v. Wainwright (1963)

Clarence Earl Gideon was tried in a Florida court in 1961 for breaking and entering a poolroom. The transcript of his trial begins as follows: (quoted in Anthony Lewis, Gideon's Trumpet (Random House, New York, 1964, pp. 9-10).

The Court: The next case on the docket is the case of the State of Florida, Plaintiff, versus Clarence Earl Gideon, Defendant. What says the state, are you ready to go to trial in this case?

Mr. Harris (William E. Harris, Assistant State Attorney): The State is ready, Your Honor.

The Court: What says the Defendant? Are you ready to go to trial?

The Defendant: I am not ready, your Honor.

The Court: Did you plead not guilty to this charge by reason of insanity?

The Defendant: No sir.

The Court: Why aren't you ready?

The Defendant: I have no counsel.

The Court: Why do you not have counsel? Did you not know that your case was set for trial today?

The Defendant: Yes sir, I knew that it was set for trial today.

The Court: Why, then, did you not secure counsel and be prepared to go to trial?

The Defendant answered the Court's question, but spoke in such low tones that it was not audible.

The Court: Come closer up, Mr. Gideon, I can't understand you. I don't know what you said, and the Reporter didn't understand you either.

At this point the Defendant arose from his chair where he was seated at the Counsel Table and walked up and stood directly in front of the Bench, facing his Honor, Judge McCrary.

The Court: Now tell us what you said again, so we can understand you please.

The Court: Mr. Gideon, I am sorry, but I cannot appoint counsel to represent you in this case. Under the laws of the State of Florida the only time the Court can appoint counsel to represent a Defendant is when that person is charged with a capital offense. I am sorry, but I will have to deny your request to appoint counsel to defend you in this case.

The Defendant: The United States Supreme Court says I am entitled to be represented by counsel.

The Court: Let the record show that the Defendant has asked the Court to appoint counsel to represent him in this trial and the Court denied the request and informed the Defendant that the only time the Court could appoint counsel was in cases where the Defendant was charged with a capital offense. The Defendant stated to the Court that the United States Supreme Court said he was entitled to it.

After his conviction Gideon appealed to the Supreme Court on the grounds that he had been denied a lawyer at his trial and that, since he was too poor to retain one himself, the court should have one appointed for him. The Supreme Court agreed to hear his case and appointed Abe Fortas to represent Gideon. On November 13, 1962, Fortas received a letter from Gideon, telling his side of the story. The spelling and punctuation are Gideon's (quoted in Ibid., pp. 75-76).

> ... [on] June 3rd 1961 I was arrested for the crime I am now doing time on. I was charged with Breaking & Entering to commit misdemeanor and was convicted in a trial August 4th 1961 sentenced to State Prison August 27th 1961.
>
> This charge growed out of gambling and was very near similar to the charge I was tried on before in Panama City I worked in this place and did run a Poker game there....
>
> I did not break into this building nor did I have to I had the keys to the building and if the building was broke into it was done by one of the parties involved. A short time before Ira Strictland and I had a falling out over a Poker Game he was suppose to fix with the Sheriff in Washington County there is a dog racing tract at Eboe a short ways from Panama City and his sister has a sort of motel there. He failed to do it and with the investigation going on in Panama City. I closed the game there which was not making any money. The State witness Cook who was supposed to identify me. Had a bad police record and the Court would not let me bring that out. Nor that one time I had at the point of a pistal made him stop beating a girl.
>
> I always believed that the primarily reason of a trial in a court of law was to reach the truth. My trial was far from the truth....
>
> There was not a crime committed in my case and I don't feel like I had a fair trial. If I had a attorney he could brought out all of these things in my trial.
>
> When I was arrested I was put in solitary confinement and I was not allowed the papers not to use the telephone or to write to everyone I should. I did get a speedy arraignment and preliminary trial at my arraignment in Circuit Court I was allowed more time to try and obtain a attorney which I could not do. You know about the rest of my trial....

Gideon had said that "the United States Supreme Court says I am entitled to be represented by counsel." What the Supreme Court really said is to be found in the case of Betts v. Brady in 1942, a case in which the facts are strikingly similar to those of Gideon's case. Justice Owen J. Roberts wrote the opinion for the majority:

Was the petitioner's [Betts] conviction and sentence a deprivation of his liberty without due process of law, in violation of the Fourteenth Amendment, because of the Court's refusal to appoint counsel at his request?

The Sixth Amendment of the National Constitution applies only to trials in federal courts. The due process clause of the Fourteenth Amendment does not incorporate, as such, the specific guarantees found in the Sixth Amendment.... Due process of law is secured against invasion by the Federal Government by the Fifth Amendment, and is safeguarded against stage action in identical words by the Fourteenth.... Asserted denial [of due process of law] is to be tested by an appraisal of the totality of facts in a given case. That which may, in one setting, constitute a denial of fundamental fairness, shocking to the universal sense of justice, may, in other circumstances, and in the light of other considerations, fall short of such denial. In the application of such a concept, there is always the danger of falling into the habit of formulating the guarantee into a set of hard and fast rules, the application of which in a given case may be to ignore the qualifying factors therein disclosed....

The question we are now to decide is whether due process of law demands that in every criminal case, whatever the circumstances, a State must furnish counsel to an indigent defendant. Is the furnishing of counsel in all cases whatever dictated by natural, inherent, and fundamental principles of fairness? The answer to the question may be found in the common understanding of those who have lived under the Anglo-American system of law. By the Sixth Amendment the people ordained that, in all criminal prosecutions, the accused should "enjoy the right...to have the assistance of counsel for his defense." We have construed the provision to require appointment of counsel [in federal courts] in all cases where a defendant is unable to procure the services of an attorney, and where the right has not been intelligently and competently waived. Though, as we have noted, the Amendment lays down no rule for the conduct of the States, the question recurs whether the constraint laid by the Amendment national courts expresses a rule so fundamental and essential to a fair trial, and so, to due process of law, that it is made obligatory upon the States by the Fourteenth Amendment....

... [I]n the great majority of the States, it has been the considered judgment of the people, their representatives and their courts that appointment of counsel is not a fundamental right, essential to a fair trial. On the contrary, the matter has generally been deemed one of legislative policy. In the light of this evidence, we are unable to say that the concept of due process incorporated in the Fourteenth Amendment obligates the States, whatever be their own views, to furnish counsel in every such case. Every court has power, if it deems proper, to appoint counsel where that course seems to be required in the interest of fairness....

In this case there was no question of the commission of a robbery. The State's case consisted of evidence identifying the petitioner as the perpetrator. The defense was an alibi. Petitioner called and examined witnesses to prove that he was at another place at the time of the commission of the offense.

> The simple issue was the veracity of the testimony of the State and that for the defendant. As Judge Bond says, the accused was not helpless, but was a man forty-three years old, of ordinary intelligence, and ability to take care of his own interests on the trial of that narrow issue. He had once before been in a criminal court, pleaded guilty to larceny and served a sentence and was not wholly unfamiliar with criminal procedure....
>
> As we have said, the Fourteenth Amendment prohibits the conviction and incarceration of one whose trial is offensive to the common and fundamental ideas of fairness and right, and while want of counsel in a particular case may result in a conviction lacking in such fundamental fairness, we cannot say that the Amendment embodies an inexorable command that no trial for any offense, or in any court, can be fairly conducted and justice accorded a defendant who is not represented by counsel.
>
> The judgment is
>
> Affirmed.

Although the majority opinion is, of course, the one that carries the day on the Supreme Court, any Justice who disagrees with the majority may put his views on record in a dissenting opinion. In Betts v. Brady, Justice Black's opinion:

> ...The petitioner (Betts), a farm hand, out of a job and on relief, was indicted in Maryland State Court on a charge of robbery. He was too poor to hire a lawyer. He so informed the court and requested that counsel be appointed to defend him. His request was denied. Put to trial without a lawyer, he conducted his own defense, was found guilty, and was sentenced to eight years' imprisonment. The court below found that the petitioner had "at least an ordinary amount of intelligence." It is clear from his examination of witnesses that he was a man of little education.
>
> If this case had come to us from a federal court, it is clear we should have to reverse it, because the Sixth Amendment makes the right to counsel in criminal cases inviolable by the Federal Government. I believe that the Fourteenth Amendment made the Sixth applicable to the states. But this view, although often urged in dissents, has never been accepted today....
>
> This Court has just declared that due process of law is denied if a trial is conducted in such manner that it is "shocking to the universal sense of justice" or "offensive to the common and fundamental ideas of fairness and right."
>
> ...A practice cannot be reconciled with "common and fundamental ideas of fairness and right," which subjects innocent men to increased dangers of conviction merely because of their poverty. Whether a man is innocent cannot be determined from a trial in which, as here, denial of counsel has made it impossible to conclude, with any satisfactory degree of certainty, that the defendant's case was adequately presented. No one questions that due process requires a hearing before conviction and sentence for the serious crime of robbery. As the Supreme Court of Wisconsin said, in 1859, "...would it not be a little like mockery to secure to a pauper these solemn constitutional guaranties for a fair and full trial of the matters with which he was charged, and yet say to him when on trial, that he must employ his own counsel, who could alone render these guaranties of any real permanent value to him... Why this great solicitude to secure him a fair trial if he cannot have the benefit of counsel?"

> Denial to the poor of the request for counsel in proceedings based on charges of serious crime has long been regarded as shocking to the "universal sense of justice" throughout this country. In 1854, for example, the Supreme Court of Indiana said: "It is not to be thought of, in a civilized community, for a moment, that any citizen put in jeopardy of life or liberty, should be debarred of counsel because he was too poor to employ such aid. No Court could be respected, or respect itself, to sit and hear such a trial. The defense of the poor, in such cases, is a duty resting somewhere which will be at once conceded as essential to the accused, to the Court and to the public." And most of the other States have shown their agreement by constitutional provisions, statutes, or established practice judically approved, which assure that no man shall be deprived of counsel merely because of his poverty. Any other practice seems to me to defeat the promise of our democratic society to provide equal justice under the law.

Questions for Inquiry and Discovery

1. Why was Gideon arrested?

2. Why did Gideon ask the court to appoint a counsel for him?

3. Why didn't the court appoint a lawyer for Gideon?

4. Why did Gideon appeal to the Supreme Court?

5. On what basis did the Supreme Court agree with Gideon?

Questions for Small Group Discussion

1. Should the government pay everyone's legal fees?

2. Can a poor man get justice?

Follow up Activities

a. In Appendix III - Table of Cases in *The Bill of Rights, A Source Book*, published by Benziger Bros., 1968. There is a list of important civil rights cases with a brief description of each. The teacher can use this:

   1. To discuss the most recent cases involving civil rights

   2. To show how judicial interpretations have changed

   3. To discuss the most controversial areas of judicial interpretations.

b. Part III of *The Bill of Rights, A Handbook* published by Benziger Bros., 1968, is devoted to the classroom application of the teaching of the Bill of Rights. The section has sample units and lessons covering: criminal due process, juvenile justice, search and seizure, privilege against self-incrimination, interrogations, confessions and right to counsel.

* c. Show the film, *Due Process of Law Denied*. This film is in BAVI loan collection.

   Before viewing film:

   1. Outline plot to the class.

   2. Have students look up the meaning of the following words:

      a. trial b. justice c. evidence d. guilty

   3. Ask students to research how justice was administered on the frontier during the period from 1865-1890

While viewing film:

1. Ask the students to answer the following questions:

   a. For whom was the group of cowboys looking?

   b. Why did the group believe that they had the criminal?

   c. How did they learn that they made a mistake?

After viewing film:

1. Have a panel of students discuss how the mistakes made in the film could have been avoided.

2. Discuss with the class why a person must be assumed to be innocent unless there is definite, confirmed evidence to the contrary.

3. Ask the students to bring in a case from the newspapers in which the person is proven innocent. Discuss the case, evidence and the reasons for believing the person was innocent.

* d. Have the class see The Gideon Case: Justice Under Law. Before the students see the film, have the students read the case and answer the Questions for Inquiry and Discovery. Then discuss why the government should supply a lawyer for those who don't have the money to pay for one.

e. Ask the students to study the cases and then give their opinion which can be compared to the actual decisions of the Supreme Court.

Cases:

1. A student in New York State, having received a permit to hold a street meeting, addressed a group of white and Negro citizens. When he exhorted the Negroes to "rise up in arms and fight for their rights" a police officer told him to stop speaking. The student refused and as a result was arrested. He was convicted of creating a breach of the peace. Later he appealed on the grounds that his freedom of speech had been denied.

2. In Havre de Grace, Maryland, it was the local practice to ask the City Council for permits to hold meetings in the public park. When a religious group requested such a permit to hold a Bible meeting, the Council, using its own discretion, refused to grant one. Nevertheless, the meeting was held. Its leader, when arrested, protested that the rights of freedom of assembly had been infringed.

3. A government employee was brought before a loyalty board, because the board had learned that she was an active member of the Communist Party. This information came from a reliable informant. The employee, denying the charges and showing her long anti-Communist records, asked the board for an opportunity to cross-examine the witness against her. The board could not produce the witness, but the employee was discharged. She appealed to the Supreme Court on the ground that she had a right to a fair trial.

* Recommended for Students Achieving Below Grade Level

4. California decided to keep out undesirable migrants by passing a law making it a misdemeanor for residents to assist indigent (needy) persons into the state. A Californian drove his impoverished, unemployed brother-in-law across the border from Texas, and when the brother-in-law applied for relief, the man was sentenced to six months in jail. The case went to the Supreme Court, on the argument that in America the right to travel is unrestricted.

5. Juvenile Jehovah's Witnesses sold their church's magazine on the streets of Massachusetts. This practice was in direct violation of a state law forbidding boys under 12 and girls under 18 to sell periodicals of any kind on the streets. The Jehovah's Witnesses appealed to the Supreme Court that the law inhibited their religious activities and was, therefore, unconstitutional.

6. A convicted murderer was placed in the electric chair to receive his sentence. However, when the executioner threw the switch the chair failed to work. The man was taken back to prison and resentenced to die six days later. He immediately appealed that placing him in the chair would constitute double jeopardy and cruel and unusual punishment.

7. Michigan passed a law forbidding women to become bartenders unless they were the wives or daughters of the owner. A woman without such family connections appealed that the law denied her equal protection of the laws.

8. The Smith Act makes it a crime, among other things, to organize or help to organize any society or group which teaches, advocates or encourages overthrow of the government. Therefore, when a woman was called before a grand jury in Denver and asked several questions about her employment by the Communist Party of Colorado, she refused to answer on the grounds that to do so might incriminate her, making her a witness against herself.

The Supreme Court decided in favor of:

1. The police. The right to free speech does not protect incitement to riot (Feiner v. New York, 1951).

2. The sect. Limitless authority to grant or deny permits for street assemblies is unconstitutional (Niemotko v. Maryland, 1951).

3. The board. Trial rights to confrontation and cross-examination do not apply to government agencies in administrative proceedings (Bailey v. Richardson, 1951).

4. The man. Right to travel is a right of national citizenship further protected by Congress' powers to regulate commerce between the states (Edwards v. California, 1941).

5. Massachusetts. A state may make laws to protect its children (Prince v. Massachusetts).

6. The executioner. The court denied that there was any violation of civil liberties in this case (Louisiana ex. rel. Francis v. Resweber, 1947).

7. Michigan. The court found no denial of equal protection in this law to protect women (Goesart v. Cleary, 1950).

8. The woman. The court pointed out that under the provisions of the Smith Act, the woman might very well incriminate herself (Blau v. United States, 1950).

f. Have the students read these case studies carefully and decide who was right. Then they should defend their own point of view.

1. A boy gives a talk in class in which he severely critizes the United States government because he says it does not do enough to see to it that non-white people have equal opportunities. He says the Russian Communist government has done a much better job in the way it treats its people of different races and nationalities. A classmate lectures him severely saying that unless he points out all the ways in which the United States does a better job than the U.S.S.R., he does not have the right to criticize our government. She says he is picking on our weak point and forgetting our good points, that he has no right to do this, and that he should never allow it to happen again.

2. A girl in the class belongs to a religious group called Jehovah's Witnesses. She is forbidden by this group to give her allegiance to anyone but God and so she refuses to pledge allegiance to the flag in the auditorium. Her friends say that unless she does she will be expelled.

3. A New York City newspaper printed an article during World War II revealing the top secret that our government had finally broken the Japanese code. Our Intelligence was furious because they didn't want the Japanese to know we could decode their messages and as a result of this newspaper's "scoop" (news no other paper had), the Navy later said we suffered severe damage and loss of lives in a battle. Many people said the government should have stopped the publication of this "traitorous newspaper."

4. The steel workers went on strike against the Carnegie Steel Corporation in Homestead, Pennsylvania, in 1892. Pickets tried to prevent "scabs" from working and urged the public in general to have nothing to do with the company. The corporation hired a private "army" which fired on the pickets. A judge ordered that the picketing be stopped at once because it was hurting the business of the corporation and because it might lead to damage of the corporation's property. The workers returned after a five-month strike.

5. Rochin is a narcotics suspect. As the police break into his room, he swallows the heroin capsules and these capsules are what the police had hoped to use as evidence. Undaunted, they rush him to a hospital and, by using a stomach pump, forcibly remove the incriminating evidence. Rochin is convicted by the lower courts and he appeals to the Supreme Court on the ground that the use of a stomach pump to get the evidence violates his constitutional rights and deprives him of due process of law. If "a man's home is his castle," he argues, certainly his stomach is entitled to the same right of privacy.

6. A convicted murderer in Louisiana is sentenced to the electric chair. On the day of the execution, he is placed in the electric chair, the switch is pulled, and Francis receives a severe shock, but is not executed. He is taken back to prison and re-sentenced to die six days later. His attorney appeals on the ground that placing him in the chair a second time is illegal under the Fourteenth Amendment. This Amendment stops any state from taking away rights given in the First, Fifth, Seventh, and Eighth Amendments. The Fifth Amendment says "....nor shall any person be subject, for the same offense, to be twice put in jeopardy of life or limb...."

7. A fifteen year old boy in Ohio is charged with murder. Arrested on a Friday night, he is questioned by a relay of police officers from midnight to 5 A.M. Kept in jail for three days without being able to see his family or a lawyer, he finally confesses and is arraigned. He appeals on the ground that he has been denied rights in the Fifth and Sixth Amendments.

8. A prominent scientist working for the United States Government was fired because the government said he was a security risk. A Senator accused him of being a Communist sympathizer. The Senator said that he had proof that the scientist read a Communist magazine and that he had expressed approval of Communism and willingness to work for the Russian government. The scientist demanded to know and to question the people that had given the Senator the information. He was told that this was impossible because if the informers were known, the government could no longer use them to spy on possible traitors.

9. A young woman who worked for the State Department was fired and tried as a traitor. She was accused of giving secret information to Russian agents. The only proof of this was a tapped telephone conversation made by the F.B.I. The judge let her go because he said that a tapped telephone denied her the right included in the Fourth Amendment.

10. The United Mine Workers Union was once fined $8,500,000 because it refused to obey a court order to stop a strike. John L. Lewis, then the head of the Union, said this would break the Union financially, that it was therefore an excessive fine, and that it constituted cruel and unusual punishment. (The Eighth Amendment.)

* g. Have the students read Justice For All, which is part of a class kit published by Springboards Press to be used for individualized or group instruction.

Before the students begin this reading, the class should find out what the following words mean:

1. prosecutor 2. cross-examine 3. segregated
4. quarrel 5. reasonable

Then the students should discuss the following questions for the first story:

Questions for Inquiry and Discovery

1. Where was Joe going?
2. Why was the conductor upset?
3. What die Joe do?
4. Why was Joe punished?
5. Was Joe really guilty of committing a crime? Explain.

For the second story:

1. What did Tom Robinson do?
2. What was Tom's punishment?
3. Why was Atticus upset?

h. After reading Justice For All the student should answer the questions under the caption, Test Yourself.

i. Both these stories from Justice For All are excellent for dramatization and should be put on in class to make legal problems come alive.

* Recommended for Students Achieving Below Grade Level

* C. Using a worksheet to understand a violation of civil rights

Worksheet: How the Constitution Protects Our Rights

Hypothetical Case	Right Violated	Constitutional Provision
1. By the act of Congress, Jehovah's Witnesses were required to disband and to cease the practice of their religion.	Freedom of religion	Amendment I
2. John Jones, long suspected by the police as "king of the rackets" was arrested and held in jail without being allowed to see anyone.		
3. The U.S. Congress passed an act convicting a known Communist of subversive activities and sentencing him accordingly.		
4. A recent U.S. law ordered the Standard Oil Company of New Jersey to turn its assets over to the federal government so that taxes of U.S. citizens could be lowered.		
5. It is against the laws of Ohio to write books about Communism.		
6. A man, after having acquitted of murder, was arrested on the basis of new evidence and convicted.		
7. A woman was arrested for urging the President's impeachment at a public rally.		
8. For having committed a particularly brutal murder, a man was sentenced to die by starvation.		
9. The Governor of New York was recently made a "duke" by act of the State Legislature.		

* **Recommended for Students Achieving Below Grade Level**

10. A man in Alabama was convicted on the basis of a confession obtained by physical mistreatment.

---

11. John Doe was arrested on May 5, 1959 for robbery. He was brought to trial on March 18, 1963.

---

12. Congress recently passed a law depriving the state of North Carolina of the power to license its teachers.

---

13. Females in Wisconsin were denied the right to vote in presidential elections on the ground that their decisions would be emotional.

---

14. Sam Williams, wanted for holding up a bank in Detroit was captured and tried for the crime in San Francisco.

---

15. Congress passed a law making Protestantism the established religion of the United States.

Follow up Activities

a. Have the class dramatize the famous Zenger case which can be found in Albert Bushnell Hart's American History Told by Contemporaries, New York: MacMillan, 1960, pp. 192-199. Then discuss why freedom of the press is vital to a healthy democratic society.

b. Show the filmstrip, Freedom of the Press (Critical Thinking Aids #5313). This can be used to pictorially present the Zenger case as well as give the students a chance to relive the experiences and think through the alternatives which Zenger faced.

D. Using a questionnaire to discuss current civil rights questions

WHERE DO YOU STAND ON THESE CIVIL LIBERTIES QUESTIONS?

To the Student: Each of the following questions raises fundamental issues on which public opinion is divided. Respond to each question by writing YES if you agree or NO if you disagree.

__________ 1. Should private-school pupils be given free school bus service, paid for by tax-payers?

__________ 2. Should the Postmaster General be permitted to ban books from the mails?

__________ 3. Should the federal government censor television programs to "clean them up?

__________ 4. Should racial discrimination in public and private housing be prohibited by law?

__________ 5. Should membership in the Communist Party be a federal crime?

__________ 6. Does school segregation violate the Equal Protection clause of the Fourteenth Amendment?

__________ 7. Do the states' rights clauses in the Constitution support efforts by certain Southern states to bar Negroes from voting?

__________ 8. Should the police be permitted to hold an arrested person for twenty-four hours before taking him to a magistrate for arraignment?

__________ 9. Should everyone have the right to leave a country, including his own, and to return to his country?

__________10. Should congressional investigations into "un-American activities and propaganda be continued?

__________11. Should Indian reservations be closed and federal services ended--regardless of the tribes' wishes--to "free the American Indian?"

__________12. Should the United States Supreme Court's power to review civil liberties cases be stricted?

__________13. Should labor unions be required to give all members a guarantee of free speech, due process, and equality?

__________14. Should any private individual have the right to criticize any government or government official anywhere in the world?

__________15. Should policemen be allowed to tap telephones in their war on crime?

__________16. Should movies, plays, and books giving an offensive portrayal of a particular racial or religious group be suppressed?

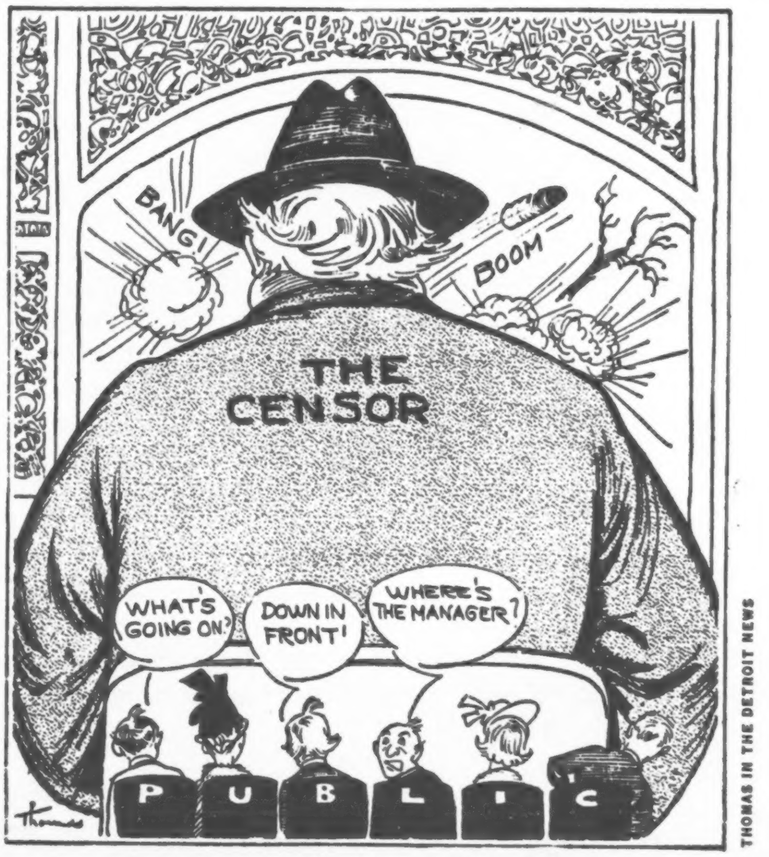
__________17. Should any student have the right to refuse to salute the flag?

__________18. Should recent Supreme Court decisions on the rights of the accused be made retroactive?

__________19. Does the employment of chaplains in the armed forces violate the First Amendment principle of separation of church and state?

(From an American Civil Liberties Worksheet)

E. Using a cartoon to illustrate the problem of censorship



"Theater of War."

(From Thomas in The Detroit News)

Questions for Inquiry and Discovery

1. Why can't the people in the audience see the movie?

2. Under what circumstances can the government prohibit the showing of certain movies?

** 3. How have the present Supreme Court decisions liberalized what can be shown on the screen?

Questions for Small Group Discussion

1. Should the government have the power to censor a movie?

2. Should anybody be allowed to see any movie?

3. Does any form of censorship mean that the First Amendment is no longer in effect?

F. Using a Bill of Responsibilities to illustrate the duties of citizens

Bill of Responsibilities

A democratic constitutional government, if it is to provide truly inalienable rights for all, demand: return certain unalterable responsibilities from each. As a guide to all citizens in preserving and strengthening our individual freedoms, we do hereby set forth this Bill of Responsibilities.

** Recommended for Students Achieving Above Grade Level

IT SHALL BE THE DUTY OF EVERY CITIZEN

- To render undivided allegiance to the Constitution, defending the nation and the Constitution itself against all enemies from within or without.
- To be familiar with the Constitution and the rights and liberties accruing to himself and his fellow citizens.
- To exercise and protect freedom of thought, speech, worship, and the press.
- To protect and sustain the unwritten liberties and rights vested in him by usage and custom.
- To obey the laws of the land and aid in their enforcement.
- To vote honestly and wisely at every election.
- To be active in the political party of choice, to select the best qualified candidates for office, and, if called upon, to serve to the best of one's ability.
- To safeguard the right of trial by jury and to serve as a juror when called upon.
- To instruct one's children in the principles of freedom, and to spread the ideals of democratic government at home and abroad.
- To preserve the American concepts of self-reliance and independence, individually and collectively.

Questions for Inquiry and Discovery

1. In his Inaugural Address, John F. Kennedy said, "And so, my fellow Americans, ask not what your country can do for you: Ask what you can do for your country." What did he mean by this? How is the Bar Association's "Bill of Responsibilities" similar in meaning to Kennedy's statement?

2. Examine the "Bill of Responsibilities." Explain why you agree or disagree that "it shall be the duty of every citizen" to assume the responsibilities listed in this document.

3. "We have forgotten that civil liberty is not just a problem for the federal and state governments, but something that must be protected first of all by every individual citizen. The Federal Government, for example, cannot effectively protect the civil liberty of the individual unless public-spirited citizens in every community have the courage to come forward and cooperate with the Federal Government in seeing that the rights of the humblest and the most unpopular minority are scrupulously protected."

   Why does Justice Murphy believe that the protection of civil rights depends upon individuals?

4. Some citizens in our nation are still denied certain basic human rights. Present the arguments for and against the proposition that they too must abide by a "Bill of Responsibilities."

THEME I: HOW DO WE GOVERN OURSELVES?

Selected Bibliography - For Students

N = Non-Fiction F - Fiction B = Biography

Class	Author	Title	Publisher	Date	Grade
N	Barlett, **Fenton** et al.	A New History of the U.S.	An Inquiry Approach Holt,Rinehart,Winston	1969	H.S.
N	Cohen, William	The Bill of Rights	Benziger	1968	H.S.
N	Coyle, David	The United States Political System	Mentor	1963	H.S.
N	Fitzgerald, Thomas	The Presidency	Scholastic	1968	H.S.
N	Hamilton, Jack	The Supreme Court	Scholastic	1968	H.S.
N	Harward,William C.	Government and Politics of the U.S.	McMillan	1967	H.S.
N	Krinsky, Fred	Democracy and Complexity	Glencoe	1968	H.S.
N	Krinsky, and Boskin	The Welfare State: Who Is My Brothers Keeper	Glencoe	1968	H.S.
N	Leinwand, Gerald	Poverty and the Poor	Washington Sq. Press	1968	H.S.
N.	Leinwand, Gerald	Civil Rights and Civil Liberties	Washington Sq. Press	1968	H.S.
N.	Lieberman, Jethro	Understanding Our Constitution	Fawcett	1968	H.S.
N	Madgic, Robert	McArthur vs. Truman	Scholastic	1968	H.S.
N	Mark, Irving	Great Debates U.S.A.	Silver Burdett	1969	H.S.
N	Morris, Richard	Basic Documents in American History	VanNostrand	1965	H.S.
F	O'Connor, Edwin	Last Hurrah	Atlantic Monthly	1965	H.S.
N	Smart, Douglas	States Rights vs. Federal Power	Scholastic	1968	H.S.
B	Sorenson, Theodore	Kennedy	McMillan	1965	H.S.
	Springboards	Human Rights: The American Series	Wiley	1968	H.S.
N	Starr, Isidore	The Supreme Court	Encyclopedia Britannica	1969	H.S

B	White, Theodore	The Making of the President	Pocket Books	1960	H.S.
B	White, Theodore	The Making of the President	Pocket Books	1964	H.S.
B	White, Theodore	The Making of the President	Pocket Books	1968	H.S.
B	Wicker, Tom	Kennedy Without Tears	Morrow	1968	H.S.

Selected Bibliography - For Teachers

The following is only a sampling of recent titles. A more comprehensive review of recent literature may be found in William H. Cartwright and Richard L. Watson, Jr., Interpreting and Teaching American History, Thirty-First Yearbook of the National Council for the Social Studies (1961). Also of value are: the Service Center pamphlets of the American Historical Association; Richard L. Watson, Jr., "American History: A Review of Recent Literature," Social Education, XXVIII (October, 1964), 376; Bernard Titowsky, American History: A Guide to Student Reading for Teachers and Librarian (Brooklawn, N.J., McKinley Publishing Co., 1964); and Hannah Logasa, comp., Historical Fiction: Guide for Junior and Senior High Schools, and Colleges, also for General Reader, 8th rev. ed. (Philadelphia, McKinley Publishing Co., 1964).

N = Non-Fiction F = Fiction B - Biography

Class	Author	Title	Publisher	Date
N	Adler, Mortimer	Annals of America - Conspectus - 2 vol.	Encyclopedia Britannica, Inc.	1969
N	Bernstein, Barton	Toward A New Past	Pantheon	1968
N	Blaustein, Albert	Civil Rights and The American Negro	Washington Sq. Press	1968
N	DeGrazia, Alfred	Congress: The First Branch of Government	Doubleday	1967
N	Griffith, Ernest	The American System of Government	Praeger	1965
N	Link, Arthur	American Epoch	A.A. Knopf	1968
N	Rossiter, Clinton	American Presidency	Harcourt, Brace & World	1960
N	Williams, Harry T.	A History of the United States	A.A. Knopf	1967

Audio-Visual Materials

Audio-Visual Kits:

Portrait of a Freshman Congressman	Guidance Assoc.,	Pleasantville,	N. Y.
The Honorable Court: The Supreme Court of the U. S.	" "	"	"
Anatomy of U. S. Political Parties	" "	"	"
City Government in Action	" "	"	"
U. S. Government in Action: The House of Representatives	N. Y. Times	New York,	"

Films:

147	Cuba: Missile Crises
235.32	Franklin D. Roosevelts' C. C. C.
235.33	Franklin D. Roosevelts' First Term
496.26	Defining Democracy
583.3	Supreme Court
612.22	Truman Years

Two Decades of History

Learning Resource Service,
Southern Illinois University,
Carbondale, Illinois 62901

Filmstrips:

30370.1	Franklin Delano Roosevelt
30370.14	Theodore Roosevelt
43380.1	Federal System - Part I
43380.11	Federal System - Part II
45332	Democracy: What You Should Know About It and Why (set of 6)
45332.1	Basic Ideas of Democratic Economics
45332.11	Basic Ideas of a Democratic Government
45332.12	Basic Ideas of a Democratic Society
45332.13	Democracy in America
45332.14	Meeting the Challenge to Democracy
45332.15	Why Study Democracy?
50380.13	Great Depression and The New Deal
52950.28	Mr. President

Game:

Democracy   Western Publishing Co. Inc., 850 Third Avenue, New York, NY 10022

Recordings:

78656	Inaugural Addresses of Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower and John F. Kennedy
78726.50	White House or Bust, Seven Steps to the Presidency

Tapes:

79951	American Politics - A Comparison	
79987.43	Kennedy Administration T. C. Sorenson is interviewer	
79989.45	Making of the President - 1960	
79989.46	Making of the President - 1964	
79989.55	Politics - the Opportunities Leonard Hall is interviewed	
79989.75	A Thousand Days Arthur M. Schlessinger, Jr. is interviewer	
	Profiles In Dedication: Presidents of the United States (series of 16 tapes, each covering 2 Presidents)	Imperial Productions Kankakee, Illinois

Transparencies:

Bill of Rights (Series GT - 32)	Aevac, Inc. 500 Fifth Ave. New York, N.Y. 10036
Constitutional Amendments (Series GT - 33)	Aevac, Inc. 500 Fifth Ave. New York, N.Y. 10036
Key Supreme Court Decisions	Aevac, Inc. 500 Fifth Ave. New York, N.Y. 10036

THEME II - WHO ARE WE? THE PLURALISTIC SOCIETY

The learning activities which follow are designed to indicate that there is really no one word or term which can adequately describe an American. Americans are, and have always been, significantly different from each other. This difference doubtless began because they came from different countries and settled in different sections of the United States.

The emphases in this theme is upon immigrants, or in the case of the Puerto Rican, the migrant's cultural heritage which modified and was modified by the new environment. Each group had to face the challenge in a different way. Some groups passed rather quickly into the "mainstream" while other groups, usually because of conscious or unconscious hostility found it difficult (if not almost impossible) to move into the "mainstream."

In this theme learning activities are centered around five significant problems:

I. What is an American?

II. Who were the first Americans?

III. What was the impact of slavery upon American society?

IV. What is meant by Afro-American activism?

V. How has the Puerto Rican adjusted to American society?

VI. How has the Jew adjusted to American society?

I. WHAT IS AN AMERICAN?

Emphasis: Americans differ in almost every respect.

A. Using historical essays by foreigners

Historical essay #1

> A European, when he first arrives (in America), seems limited in his intentions as well as in views; but he very suddenly alters his scale; two hundred miles formerly appeared a very great distance, it is now but a trifle. There the plentitude of society confines many useful ideas, and often extinguishes the most laudable schemes which here ripen into maturity. Thus Europeans become Americans.
>
> (America) is not composed, as in Europe, of great lords who possess everything, and of a herd of people who have nothing. There are no aristocratical families, no courts, no kings, no bishops, no ecclesiastical dominations, no invisible power giving to a few very visible one (power); no great (industrial) manufacturers employing thousands, no great refinements of luxury. The rich and poor are not so far removed from each other as they are in Europe .... There he sees a person as simple as his flock, a farmer who does not rest on the labors of others. We have no princes, for whom we toil, starve, and bleed .... Here man is free as he ought to be ....

(From Letters from an American Farmer by Hector St. John de Crevecoeur)

Questions for Inquiry and Discovery

1. How does a European change after he arrives in America?
2. Why are there no great lords "who possess everything" in America?
3. Why is man free "as he ought to be" in America?

Questions for Small Group Discussion

1. Is the statement made by de Crevecoeur that "The rich and poor are not so far removed from each other as they are in Europe" still true of the United States?
2. Is de Crevecoeur's description of the 18th century American true of Americans today?

Follow Up Activity:

Have the class read this paraphrased passage from de Crevecoeur and answer the questions.

After a European lands in America he changes. Two hundred miles seemed like a lot in Europe but in the United States it seems very small.

In America there are no great lords. There are no kings and bishops. Here people are simple and work for themselves. They are free.

Questions for Inquiry and Discovery

1. According to the writer, how does a European change when he gets to America?
2. Why are there no kings or lords in the United States?
3. Why did most Americans work for themselves?
4. Why were Americans free?

Questions for Individual Study

1. What books would help you find out how Europeans changed after they landed in the United States?
2. The class should compare the older immigrant which de Crevecoeur describes with the newer migrants like the Puerto Rican. In the comparison, the class should consider the following:
    a. Why did each group come to the United States?
    b. How was the United States different from their previous home?

* Recommended for Students Achieving Below Grade Level.

Historical essay #2

> (The American) has no equal for dispatch of business. No one else can conform so easily to new situations and circumstances; he is always ready to adopt new processes and implements or to change his occupation. He is a mechanic by nature.
>
> Among us there is not a school boy who has not composed a ballad, written a novel, or drawn up a republican or monarchial constitution. In Massachusetts and Connecticut, there is not a laborer who has not invented a machine or a tool. There is not a man of any importance who has not his scheme for a railroad, a project for a village or a town, or who has not some grand speculation in the drowned lands of the Red River, in the cotton lands of the Yazoo, or in the cornfields of Illinois. Eminently a pioneer, the American type .... has not roots in the soil .... he is always in the mood to move on, always ready to start in the first steamer that comes along from the place where he has just now landed. He is devoured with a passion for movement, he cannot stay in one place; he must go and come; he must stretch his limbs and keep his muscles in play.
>
> When his feet are not in motion, his fingers must be in action; he must be whittling a piece of wood, cutting the back of his chair, or notching the edge of the table, or his jaws must be at work grinding tobacco. Whether it be that continual competition has given him the habit, or that he has exaggerated estimate of the value of time, or that the unsettled state of everything around him keeps his nervous system in a state of perpetual agitation, or that he has come so from the hands of nature -- he always has something to do, he is always in a terrible hurry. He is fit for all sorts of work except those which require careful slowness. Those fill him with horror; it is his idea of hell.

(From Society, Manners and Politics in the United States; Being a Series of Letters on North America by Michael Chavalier)

Questions for Inquiry and Discovery

1. List three important characteristics which Chavalier says Americans possess.

2. Why are Americans "devoured with a passion for movement?"

3. "He is fit for all sorts of work except those which require careful slowness." What examples can you find in contemporary American society to support this statement? What examples can you find which will not support this statement?

Questions for Small Group Discussion

1. Both de Crevecoeur and Chavalier either state or imply that America is a society based upon almost complete equality. Would you agree or disagree? Explain.
2. How does what you have learned from your text books about colonial America differ from either de Crevecoeur or Chavalier's description?

Follow Up Activity

*a. Invite one or two foreign visitors to your class. Ask each, if he will share with the class, his impressions of America. The class might, then, discuss the differences and similarities between the two French writers and the recent foreign visitor.

*Recommended for Students Achieving Below Grade Level

Follow Up Activity: (Continued)

b. Ask the class to bring in pictures from either a magazine or a newspaper which would best illustrate one of the selections. Each student should then explain how his selection illustrates a point discussed in one of the readings.

*c. Have the class read Sailing To America, one of a series of readings for individualized instruction published by Springboards Press and answer the following questions:

Questions for Inquiry and Discovery

1. Where did Karl and his family come from?
2. Why didn't they have too much room?
3. Why did the Norwegian immigrant like the United States?
4. What great opportunities were to be found in the United States?

*d. Ask the students to pretend that they are German immigrants who left Hamburg in 1837 and arrived in New York. They are to write a letter to their relatives in Mainz to tell them about what they found in the New World.

**e. Have the student read an autobiography of an immigrant (Riis, Rolvaag, Antin) and discuss what the immigrant found in America upon settling here.

B. Using poems by Americans to learn about Americans

New Englanders can do with precious little,
They bring five boys up well with a single kettle,
Twelve acres of a very rock soil.
Two cows, ten hens, a short horse, and long tail.
But what they do have is essential ware:
Low sunlight, but it gilds the popcorn's hair
And hair on small girls, reddens apples' skin
Before the long nights of the wintertime close in.
The farmers run to bone and a square chin;
Loafing is the only cardinal sin.

(From Gospel According to New England by Robert T. Coffin)

Questions for Inquiry and Discovery

1. Why can "New Englanders .... do with precious little?"
2. How does the author indicate that the New Englander has very little material wealth?
3. What essential wares does the New Englander have?
4. Why is "loafing .... the only cardinal sin?"

*Recommended for Students Achieving Below Grade Level
**Recommended for Students Achieving Above Grade Level

Questions for Small Group Discussion

1. Is Coffin's description still true of New England today?

2. Do you think that the values - importance of work, etc. - are still found throughout contemporary New England?

3. In what ways has New England changed since this poem was written?

Root, Hog, or Die

I'm a lonely bullwhacker
On the Red Cloud Line
I can lick any son-of-a-gun
Can yoke an ox of mine

If I can catch him
You bet I will or try,
I'll lick with him an ox-box
Root, hog, or die

Well, it's out upon the road
With a very heavy load,
With a very awkward team
And a very muddy road,
You may whip and you may holler,
If you cuss it's on the sly,
Then it's whack the cattle on, boys
Root, hog, or die

Now perhaps you'd like to know, boys,
What we have to eat,
A little piece of bread
And a little dirty meat,
A little black coffee
And whiskey on the sly,
It's whack the cattle on, boys
Root, hog, or die.

There's hard times on Bitter Creek
Never can be beat.
It was root, hog, or die
Under every wagon sheet;
We cleaned up all the Injuns
Drank all the alkali
And it whack the cattle on, boys,
Root, hog, or die.

O I'm goin' home
Bull-whackin for to spurn,
I ain't got a nickel,
And I don't give a durn
'Tis when I meet a purdy gal
You bet I will or try,
I'll whack her with my ox-bow
Root, hog, or die.

(From Folks of North America, edited by Allan Lomax)

Questions for Inquiry and Discovery

1. What kind of person is "lonely bullwhacker?"

2. What does the "bullwhacker" believe in?

3. In what ways are the values of the "bull-whacker" similar to those generally held by the 19th century cowboys who lived on the frontier?

Questions for Small Group Discussions

1. Why would the "bull-whacker" probably be very unhappy living in a city?

2. Did the values of the "bull-whacker" die with the closing of the frontier?

Follow Up Activities:

*a. Students should pick out a television show which best reflects the folk song, "Root, Hog, or Die," and then discuss how the television show does this.

b. Ask the students to bring in records which have cowboy songs that they think capture the spirit of the west, play them and discuss whether the records accurately describe the west.

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.

Why should the world be over-wise
In counting all our tears and signs?
Nay, let them only see us, while
We wear the mask.

We smile, but, O great Christ, our cries
To thee from tortured souls arise.
We sign, but oh the clay is vile
Beneath our feet, and long the mile;
But let the world dream otherwise,
We wear the mask.

(Reprinted with permission from We Wear the Mask by Paul Lawrence Dunbar, New York: Dodd, Mead and Co., 1950.)

Questions for Inquiry and Discovery

1. Why does Dunbar feel that "We wear the mask that grins and lies?"

2. How does this poem indicate that many Americans put on a mask to hide their true feelings?

3. Why could Dunbar's poem be used to describe some people who live in the ghettos?

Questions for Small Group Discussion

1. Which of these poems could best be used to describe a facet of twentieth century urban America?

2. Does the folk song, Root, Hog, or Die really give a true picture of the American cowboy?

*Recommended for Students Achieving Below Grade Level

Follow Up Activity:

a. Ask the student to bring in a poem which gives the best description of their life in New York City, then discuss their choice.

b. Have the students write a short poem which would describe their daily life. Then, discuss why the poem in the class differs in:

1. mood

2. content

C. Using contemporary essays to find out about Americans

> It is a strange and curious picture of Americans. If ever people had behind them a tradition of great purposes and tremendous dreams, the people of America have that tradition. There is not one of us, there is not a child in this Republic, who does not know the story. The whole history of our continent is a history of the imagination. Men imagined land beyond the sea and found it. Mean imagined the forests, the great plains, the river, the mountains -- and drove our ancestors across the continent. They came, as the great explorers crossed the Atlantic, because of the imagination of their minds -- because they imagined a better, a more beautiful, a freer, happier world; because they were men not only of courage, not only of strength and hardiness; but, of warm and vivid desire; because they desired; because they had the power to desire.
>
> And what was true of the continent was true of the Republic we created. Because our forefathers were able to conceive a freeman's government, they were able to create it. Because those who lived before us in this nation were able to imagine a new thing, a thing unheard of in the world before, a thing the skepticaland tired men who did not trust in dreams had not been able to imagine, which mankind was to be free at last.
>
> The courage of the Declaration of Independence is a far greater courage than the bravery of those who risked their necks to sign it. The courage of the Declaration of Independence is the courage of the act of the imagination. Jefferson's document is an image of a life, a plan of life, a dream -- indeed a dream. And yet there were men as careful of their own respect, as hard-headed, as practical as eager to be thought so, as any now in public life, who signed that Declaration for the world to look at.

(From The Unimagined American by Archibald MacLeish)

Questions for Inquiry and Discovery

1. Why do American's have behind them a "tradition of great purposes?"

2. How did imagination play a major role in shaping America?

3. What connection does the author make between courage and imagination?

4. How did the authors of the Declaration of Independence demonstrate their imagination, courage and hard-headedness?

Questions for Small Group Discussion

1. MacLeish seems to indicate that the creation of American institutions developed out of the imagination of the Founding Fathers. Why would you agree or disagree with this statement? Explain.

2. Is MacLeish distorting history by not mentioning the economic and political factors that shaped our history?

**3. In the Conspectus (Vol. 1, pp. 1-86) to the Annals of America (18 Vols.) there is an essay on the American character. Have a panel of students read sections of the essay and discuss whether the author of this essay also stresses imagination as an important part of American character:

> And it is my fourth (and, to avoid too depressing a bill, final) conviction that the American people, taking one with another, constitute the most timorous, sniveling, poltroonish, ignominious mob of serfs and goosesteppers ever gathered under one flag in Christendom since the end of the Middle Ages, and that they grow more timorous, more sniveling, more poltroonish, more ignominious every day ....
>
> All of which may be boiled down to this: that the United States is essentially a commonwealth of third-rate mean -- that distinction is easy here because the general level of culture, of information, or taste and judgment, of ordinary competence is so low. No sane man, employing an American plumber to repair a leaky drain, would expect him to do it at the first trial, and in precisely the same way no sane man, observing an American Secretary of State in negotiation with Englishmen and Japanese, would expect him to come off better than second best. Third-rate men, of course, exist in all countries, but it is only here that they are in full control of the state, and with it of all the national standards.

(From On Being an American by H. L. Mencken)

Questions for Inquiry and Discovery

1. Why does Mencken feel that "we are a commonwealth of third-rate men?"

2. Although Japan and the United States both have third-rate men, why is the United States in a worse position during negotiations?

3. How does MacLeish differ from Mencken in his assessment of America and American character?

Questions for Small Group Discussion

1. Are we a country of third-rate people?

2. What evidence would you use to contradict what Mencken says about the United States?

**For Students Achieving Above Grade Level

Follow Up Activities

**a. Write an essay using outside source material to support or oppose one of the following statements:

> "The United States is essentially a commonwealth of third-rate men."
>
> "The history of our continent is a history of the imagination."

*b. Play Act I, scene II of Oklahoma and Act I, scene III of Funny Girl (both were Broadway musicals.)

After the students have listened to both scenes, they should discuss the different types of people in the shows. In their discussion, they might consider the following questions:

1. How does each musical present a different picture of Americans?
2. Why are the people in Oklahoma different from people in Funny Girl?
3. Which musical presents people you might meet in your neighborhood? Why?
4. Is there any other musical which presents a better picture of the people who live in your neighborhood?

c. The same type of activity could be applied to a favorite T.V. show or motion picture.

D. Using famous American painting to illustrate the diversity of cultures in America

Show the following three slides to the class:

1. Thomas Hart Benton, Arts of the West
2. George Bellows, Both Members of this Club
3. Andrew Wyeth, Christina's World

(Slides can be ordered from Sandak, Inc., 4 E. 48 St., N.Y.C., and large inexpensive reproductions from Shorewood Reproductions, Inc., 734 Fifth Avenue, New York.)

Questions for Inquiry and Discussion

1. How are the artists' views of America different?
2. Which of the artists presents a picture of urban America?
3. Which of the artists presents a picture of rural America?
4. How is Benton's view of America very different from Bellows?

*Recommended for Students Achieving Below Grade Level
**Recommended for Students Achieving Above Grade Level

Follow Up Activity

*a. Ask students to draw a picture of some of the people and places they come in contact with every day. The class might then discuss why their drawings are so different.

b. Have class visit the Metropolitan Museum, Brooklyn Museum or the Museum of Modern Art to see how different American painters portrayed cultural pluralism in the United States.

*c. Have the students bring in three advertisements which best illustrate cultural pluralism in the United States.

***Recommended for Students Achieving Below Grade Level**

WHO WERE THE FIRST AMERICANS?

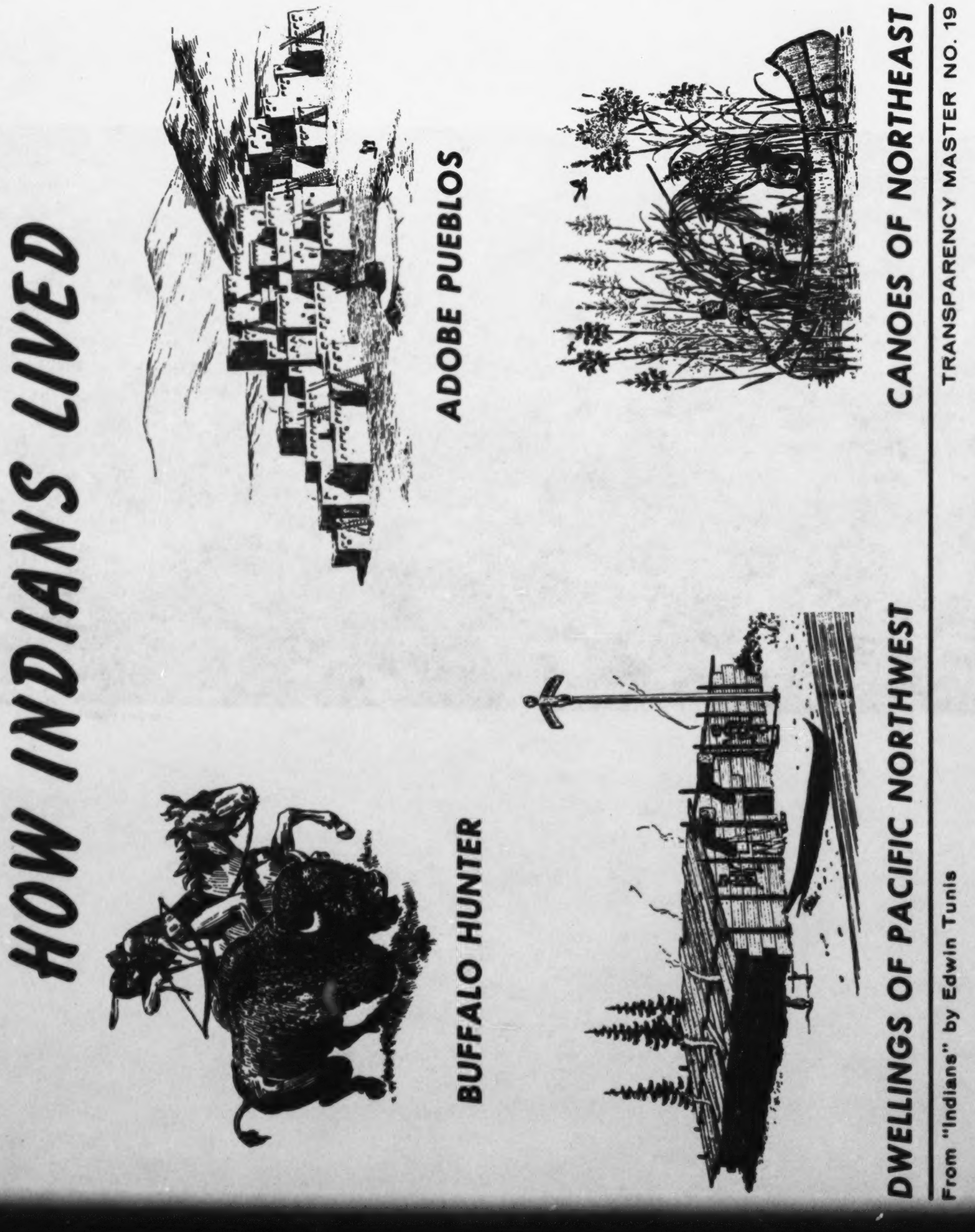
Emphases:

The first Americans were Indians who migrated from Asia and settled throughout North, Central and South America.

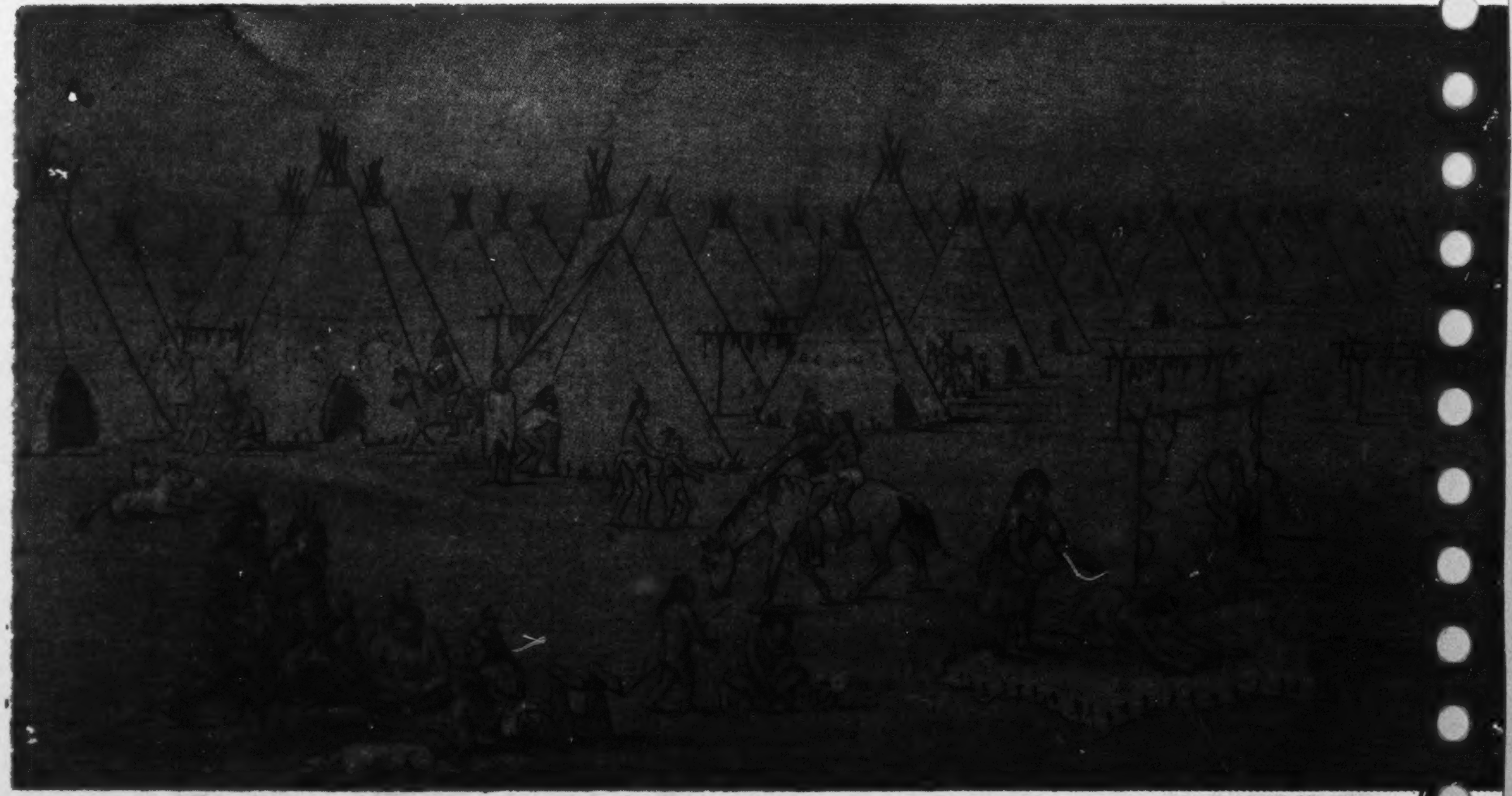
There was not a single Indian culture but rather many different cultures.

American Indians have almost always been treated as second class citizens.

A. Use of a transparency and picture to show divergent Indian culture,


HOW INDIANS LIVED
ADOBE PUEBLOS
CANOES OF NORTHEAST
BUFFALO HUNTER
DWELLINGS OF PACIFIC NORTHWEST
TRANSPARENCY MASTER NO. 19

From "Indians" by Edwin Tunis



New York Public Library

Questions for Inquiry and Discovery

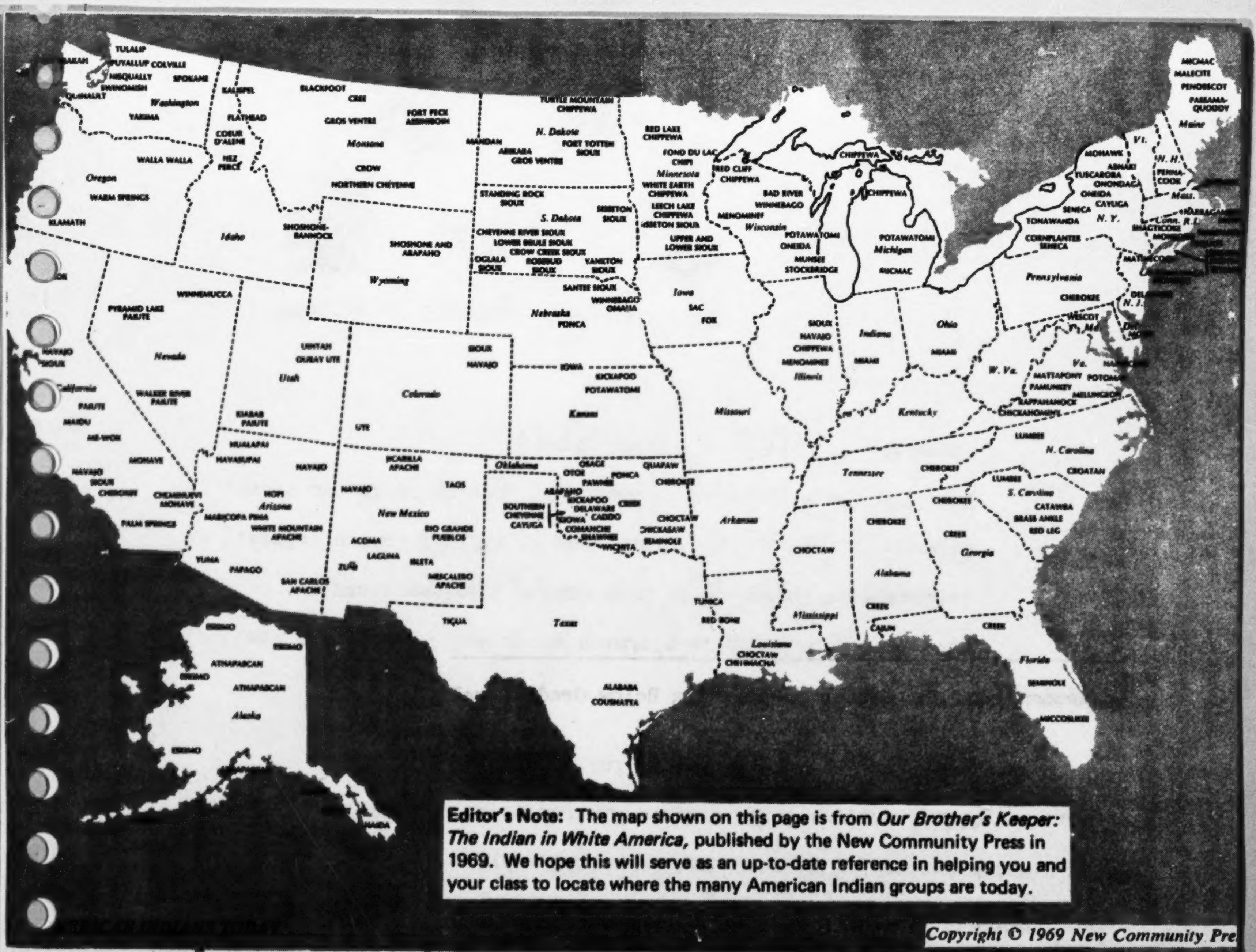
1. What does each of the five pictures tell us about the Indians life and culture?
2. How do these pictures illustrate that geography influenced strongly the Indian way of life?
3. What do these pictures tell us about the cultures of the various Indian tribes?
4. Why do these pictures no longer depict the life of the American Indian?

Questions for Small Group Discussion

**1. Why did the Indian always show a deep respect for nature?
2. What influence did the culture of the American Indian have upon colonial America?
3. Why were the Indians never assimilated into American society?
4. Below is the title of an article which appeared in the New York Times? What arguments do you think the author could have given to support his statement?

This Country Was a Lot Better Off When the Indians Were Running It

B. Use of a map to show the distribution of Indian tribes throughout the United States


TULALIP
MAKAH
PUYALLUP
COLVILLE
NISQUALLY
SPOKANE
SWINOMISH
QUINAULT
Washington
YAKIMA
WALLA WALLA
Oregon
WARM SPRINGS
KLAMATH
KALISPEL
FLATHEAD
COEUR D'ALENE
NEZ PERCÉ
Idaho
SHOSHONE-BANNOCK
BLACKFOOT
CREE
GROS VENTRE
FORT PECK ASSINIBOIN
Montana
CROW
NORTHERN CHEYENNE
SHOSHONE AND ARAPAHO
Wyoming
WINNEMUCCA
PYRAMID LAKE PAIUTE
Nevada
WALKER RIVER PAIUTE
NAVAJO
SIOUX
California
PAIUTE
MAIDU
MI-WOK
MOHAVE
CHEROKEE
CHEMEHUEVI MOHAVE
PALM SPRINGS
UINTAH
OURAY UTE
Utah
KIABAB PAIUTE
HUALAPAI
HAVASUPAI
HOPI
Arizona
MARICOPA PIMA
WHITE MOUNTAIN APACHE
YUMA
PAPAGO
SAN CARLOS APACHE
Colorado
UTE
JICARILLA APACHE
TAOS
New Mexico
RIO GRANDE PUEBLOS
ACOMA
LAGUNA
ZUÑI
ISLETA
MESCALERO APACHE
TIGUA
TURTLE MOUNTAIN CHIPPEWA
N. Dakota
MANDAN
ARIKARA
GROS VENTRE
FORT TOTTEN SIOUX
STANDING ROCK SIOUX
S. Dakota
SISSETON SIOUX
CHEYENNE RIVER SIOUX
LOWER BRULE SIOUX
CROW CREEK SIOUX
OGLALA SIOUX
ROSEBUD SIOUX
YANKTON SIOUX
SANTEE SIOUX
WINNEBAGO
OMAHA
Nebraska
PONCA
IOWA
KICKAPOO
POTAWATOMI
Kansas
Oklahoma
OSAGE
OTOE
PONCA
PAWNEE
QUAPAW
CHEROKEE
ARAPAHO
KICKAPOO
DELAWARE
CREEK
SOUTHERN CHEYENNE
CAYUGA
KIOWA
CADDO
COMANCHE
SHAWNEE
WICHITA
CHOCTAW
CHICKASAW
SEMINOLE
Texas
ALABAMA COUSHATTA
RED LAKE CHIPPEWA
FOND DU LAC CHIPPEWA
Minnesota
WHITE EARTH CHIPPEWA
LEECH LAKE CHIPPEWA
SISSETON SIOUX
UPPER AND LOWER SIOUX
Iowa
SAC
FOX
Missouri
Arkansas
TUNICA
RED BONE
Louisiana
CHOCTAW
CHITIMACHA
RED CLIFF CHIPPEWA
BAD RIVER
WINNEBAGO
MENOMINEE
Wisconsin
POTAWATOMI
ONEIDA
MUNSEE STOCKBRIDGE
CHIPPEWA
CHIPPEWA
POTAWATOMI
Michigan
MICMAC
SIOUX
NAVAJO
CHIPPEWA
MENOMINEE
Illinois
Indiana
MIAMI
Ohio
MIAMI
Kentucky
Tennessee
CHEROKEE
CHOCTAW
Mississippi
CHEROKEE
Alabama
CREEK
CAJUN
CREEK
Georgia
CREEK
Florida
SEMINOLE
MICCOSUKEE
W. Va.
Va.
MATTAPONY
POTOMAC
PAMUNKEY
MELUNGEON
RAPPAHANNOCK
CHICKAHOMINY
LUMBEE
N. Carolina
CROATAN
CHEROKEE
LUMBEE
S. Carolina
CATAWBA
BRASS ANKLE
RED LEG
Pennsylvania
CHEROKEE
WESCOT
Md.
N. J.
N. Y.
TONAWANDA
SENECA
CORNPLANTER SENECA
CAYUGA
ONEIDA
ONONDAGA
TUSCARORA
MOHAWK
ABNAKI
Vt.
N. H.
PENNACOOK
Mass.
Conn.
R.I.
SHAGTICOKE
MATTACONG
Maine
MICMAC
MALECITE
PENOBSCOT
PASSAMAQUODDY
ESKIMO
ESKIMO
ATHAPASCAN
ESKIMO
ATHAPASCAN
Alaska
ESKIMO
HAIDA

Editor's Note: The map shown on this page is from *Our Brother's Keeper: The Indian in White America,* published by the New Community Press in 1969. We hope this will serve as an up-to-date reference in helping you and your class to locate where the many American Indian groups are today.

Copyright © 1969 New Community Pre

** Recommended for Students Achieving Above Grade Level

Questions for Inquiry and Discovery

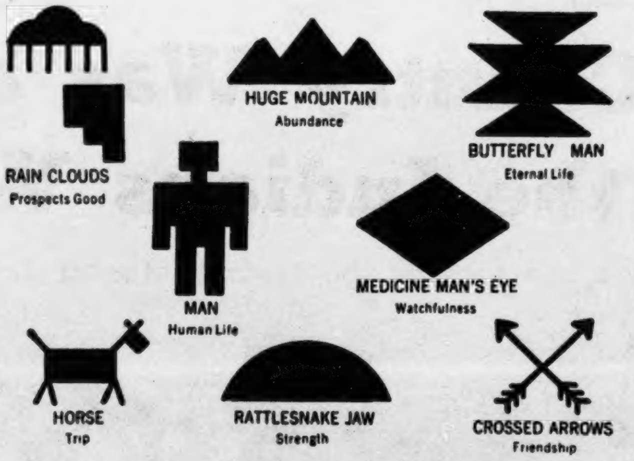
1. Which tribes settled in New York State?
2. Which tribes are we most familiar with? Why?
3. Why didn't any one tribe conquer all the other tribes?
4. Why were there so many different Indian tribes?

Follow-up Activities

a. Have the class bring in pictures which would illustrate the influence of Indian dress upon modern American dress.

* b. Below are a series of symbols used by several Indian tribes. Have the class use these symbols and develop their own story. Place the stories on a bulletin board.

SYMBOLS TELL STORIES TO INDIANS

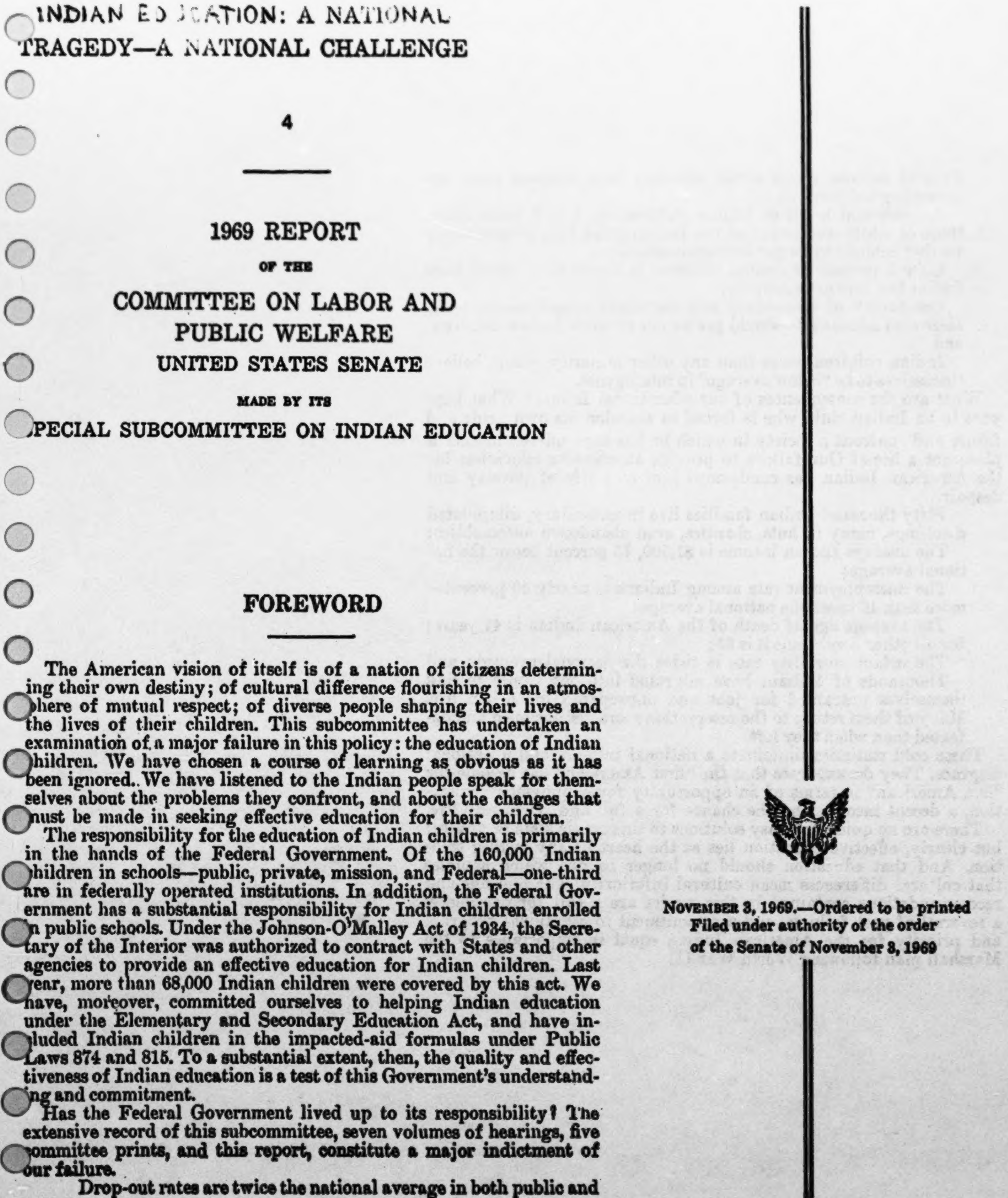

RAIN CLOUDS
Prospects Good
HUGE MOUNTAIN
Abundance
BUTTERFLY MAN
Eternal Life
MAN
Human Life
MEDICINE MAN'S EYE
Watchfulness
HORSE
Trip
RATTLESNAKE JAW
Strength
CROSSED ARROWS
Friendship

ADAPTED FROM "WORLD BOOK"

---

* Recommended for Students Achieving Below Grade Level

D. Use of a government report to indicate the problems faced by the American Indian today.



INDIAN EDUCATION: A NATIONAL TRAGEDY—A NATIONAL CHALLENGE

4

1969 REPORT

OF THE

COMMITTEE ON LABOR AND PUBLIC WELFARE
UNITED STATES SENATE

MADE BY ITS

SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION

November 3, 1969.—Ordered to be printed
Filed under authority of the order of the Senate of November 3, 1969

FOREWORD

The American vision of itself is of a nation of citizens determining their own destiny; of cultural difference flourishing in an atmosphere of mutual respect; of diverse people shaping their lives and the lives of their children. This subcommittee has undertaken an examination of a major failure in this policy: the education of Indian children. We have chosen a course of learning as obvious as it has been ignored. We have listened to the Indian people speak for themselves about the problems they confront, and about the changes that must be made in seeking effective education for their children.

The responsibility for the education of Indian children is primarily in the hands of the Federal Government. Of the 160,000 Indian children in schools—public, private, mission, and Federal—one-third are in federally operated institutions. In addition, the Federal Government has a substantial responsibility for Indian children enrolled in public schools. Under the Johnson-O'Malley Act of 1934, the Secretary of the Interior was authorized to contract with States and other agencies to provide an effective education for Indian children. Last year, more than 68,000 Indian children were covered by this act. We have, moreover, committed ourselves to helping Indian education under the Elementary and Secondary Education Act, and have included Indian children in the impacted-aid formulas under Public Laws 874 and 815. To a substantial extent, then, the quality and effectiveness of Indian education is a test of this Government's understanding and commitment.

Has the Federal Government lived up to its responsibility? The extensive record of this subcommittee, seven volumes of hearings, five committee prints, and this report, constitute a major indictment of our failure.

Drop-out rates are twice the national average in both public and

Federal schools. Some school districts have dropout rates approaching 100 percent;

Achievement levels of Indian children are 2 to 3 years below those of white students; and the Indian child falls progressively further behind the longer he stays in school;

Only 1 percent of Indian children in elementary school have Indian teachers or principals;

One-fourth of elementary and secondary school teachers—*by their own admission*—would prefer *not* to teach Indian children; and

Indian children, more than any other minority group, believe themselves to be "below average" in intelligence.

What are the consequences of our educational failure? What happens to an Indian child who is forced to abandon his own pride and future and confront a society in which he has been offered neither a place nor a hope? Our failure to provide an effective education for the American Indian has condemned him to a life of poverty and despair.

Fifty thousand Indian families live in unsanitary, dilapidated dwellings, many in huts, shanties, even abandoned automobiles;

The average Indian income is $1,500, 75 percent below the national average;

The unemployment rate among Indians is nearly 40 percent—more than 10 times the national average;

The average age of death of the American Indian is 44 years; for all other Americans it is 65;

The infant mortality rate is twice the national average; and

Thousands of Indians have migrated into cities only to find themselves untrained for jobs and unprepared for urban life. Many of them return to the reservation more disillusioned and defeated than when they left.

These cold statistics illuminate a national tragedy and a national disgrace. They demonstrate that the "first American" has become the "last American" in terms of an opportunity for employment, education, a decent income, and the chance for a full and rewarding life.

There are no quick and easy solutions in this tragic state of affairs; but clearly, effective education lies at the heart of any lasting solution. And that education should no longer be one which assumes that cultural differences mean cultural inferiority. The findings and recommendations contained in this report are a call for excellence, a reversal of past failures, and a commitment to a national program and priority for the American Indian equal in importance to the Marshall plan following World War II.

Questions for Inquiry and Discovery

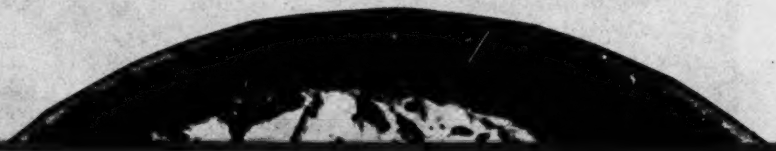
1. Why did the committee make the following statement, "This subcommittee has undertaken an examination of a major failure....the education of Indian children"?
2. According to this committee, why has the Federal Government not lived up to its responsibility?
3. What are the most important problems which Indians face today?
4. What steps has the Federal government taken to help Indians solve some of their pressing problems?

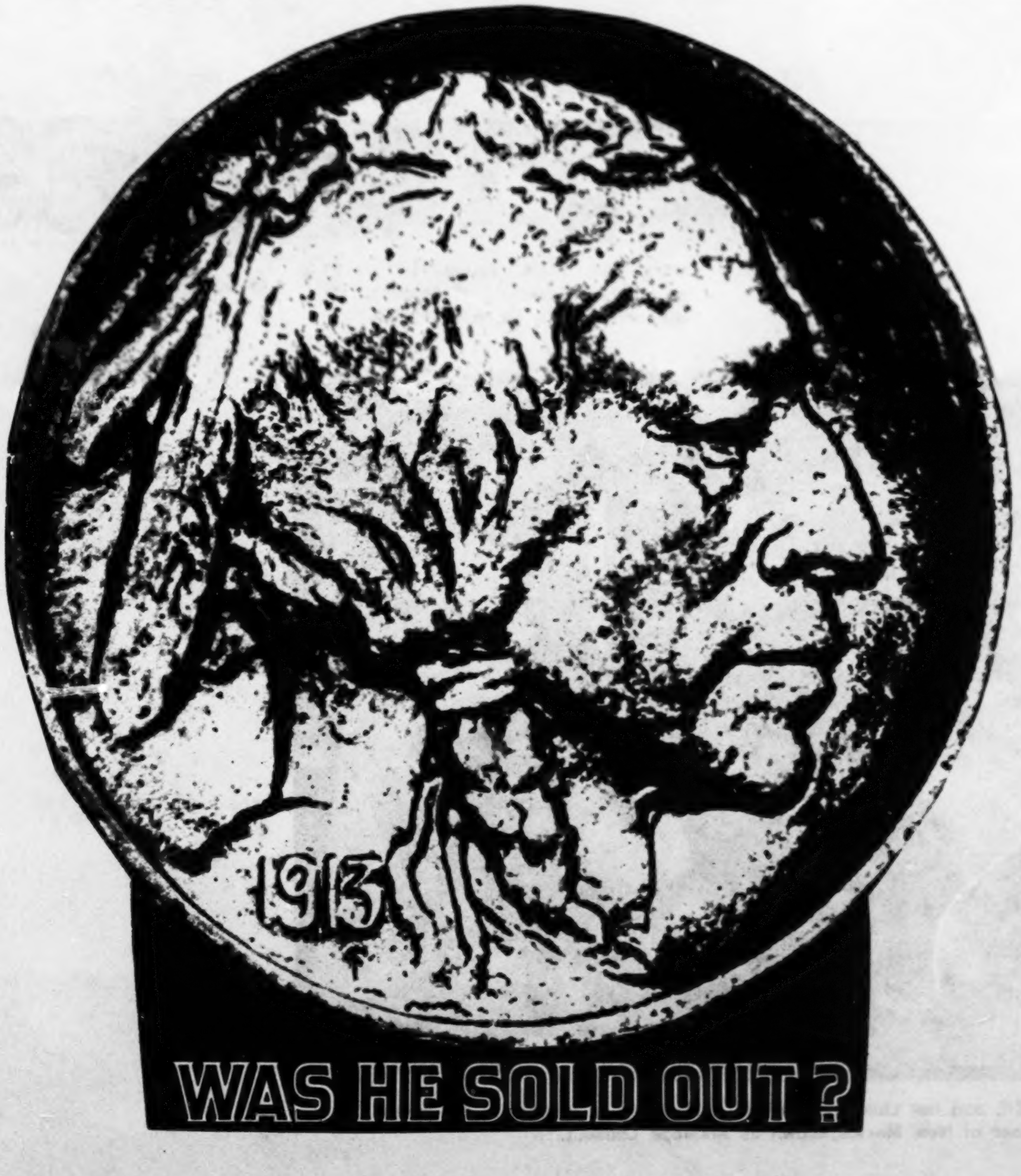
Questions for Small Group Discussions

1. Should the culture of the American Indian be allowed to vanish?
2. Should reservations still be maintained?
3. Can the American Indian adjust to our modern American culture?

Questions for Individual Research

1. Is the poster below a correct interpretation of American policy toward the American Indian?



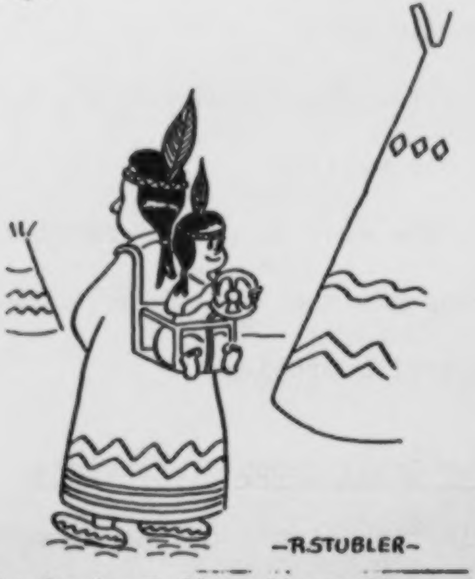

1913
WAS HE SOLD OUT?

Junior Scholastic, March 2, 1970

2. Did American policy toward the Indian change in the 20th century?

Follow-up Activities

a. Ask the students to describe how this cartoon illustrates an important problem facing American Indians today.



* b. Use of pictures and articles to illustrate Indian diversity.

BUREAU OF INDIAN AFFAIRS

TIME FOR TALK. Young Navajos in dormitory at Institute of American Indian Arts, Santa Fe, New Mexico.

BUREAU OF INDIAN AFFAIRS

MARIE YAZZIE and her children—Navajo family living at a place in the northwestern corner of New Mexico known as Antelope Lookout.

“THE BUFFALO'S GONE”—*BUT NOT BUFFY*

“I WANT to change the impression that an Indian is someone who's chased across a TV screen or who sits in a rocking chair watching his oil wells,” says Miss Buffy Sainte-Marie. And the popular folk singer and composer works hard to do just that.

Miss Sainte-Marie is a Cree Indian who was orphaned as an infant and adopted by a Micmac Indian couple in Massachusetts. As a teenager, Buffy tried to imitate her classmates—even to bleaching her long, black hair. But, as she explains, there was never a girl on the cover of “Seventeen” who looked like her. Finally, she decided to just be herself.

Vacations took Buffy and her parents to a lake in Maine. It was there, as she walked through the green woods, that the girl started composing songs. She taught herself to play the guitar “all backwards,” as she puts it. The unusual sounds of her music are the result of her own finger patterns and 32 different tunings.

Buffy's classmates at the University of Massachusetts liked her songs and encouraged her to play at nearby coffeehouses. A visit to New York City after graduation brought offers of every kind of contract imaginable. Some of her albums became best-sellers—including “Many a Mile,” “Little Wheel Spin and Spin,” and “I'm Gonna Be a Country Girl Again.”

VANGUARD RECORDS

Although she doesn't consider herself a protest singer, some of her compositions point up the plight of her people, notably “Now that the Buffalo's Gone,” and “My Country 'Tis of Thy People You're Dying.” But she explains that she now spends more time acting on Indian problems than singing about them. She has endowed scholarships for Indian students and lectured and written about Indian history and culture. She urges young Americans to write their Congressmen asking them to improve conditions for the Indians.

As for her career, Miss Sainte-Marie says: “The mission of a true artist is to bring something new as well as personal to an audience. I never perform a song unless I can add to it.”

Questions for Inquiry and Discovery

1. How do these pictures illustrate the diversity of Indian culture today?
2. What kind of problems do you feel those Indians face?
3. How do all these pictures show the enormous influence of modern America upon Indian society?

* Recommended for Students Achieving Below Grade Level

PART II

What was the impact of slavery upon American society?

Emphases:

Slavery directly affected almost every American institution in the North and South.

Slavery helped divide the nation.

Slavery created a moral crisis which divided Americans and left a legacy of repression and inequality.

A. Use of maps and statistical material to understand slavery.

Statistical Data on Slave Population in the United States, 1790-1860.

SLAVE POPULATION OF THE UNITED STATES, 1790-1860

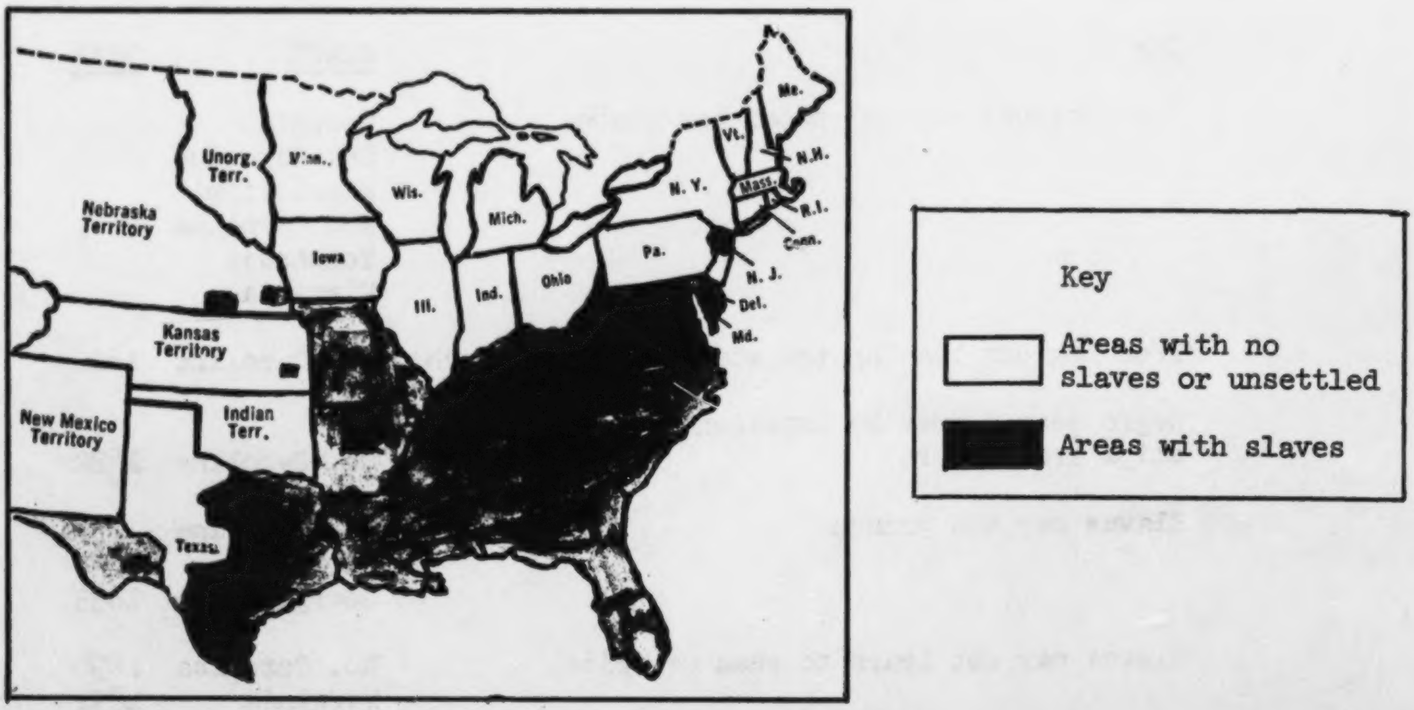
YEAR	NORTHEAST	NORTH CENTRAL	SOUTH
1790	40,354	-----	657,327
1800	36,370	135	857,097
1810	27,081	3,304	1,160,977
1820	18,001	11,329	1,508,977
1830	2,780	25,879	1,980,384
1840	765	56,604	2,427,986
1850	236	87,422	3,116,629
1860	18	114,948	3,838,765

(From Discovering America by Kownslar and Frizzle. Holt, Rinehart and Winston, New York 1967)

Questions for Inquiry and Discovery

1. Which section always had the greatest number of slaves?
2. Which section had the most to lose as a result of the destruction of slavery? Why?
3. Why did one section have the greatest number of slaves?
4. Why did the Northern manufacturers not use slaves in their factories?
5. Why did slavery grow rapidly in the period from 1840-1860 in the North Central States?
6. Why was slavery generally not a dying institution in 1860?
7. Why did the Constitution not hinder the growth of slavery prior to 1860?

SLAVERY - 1840 - 1860


Unorg. Terr.
Minn.
Nebraska Territory
Iowa
Wis.
Mich.
N. Y.
Vt.
Me.
N.H.
Mass.
R.I.
Conn.
Pa.
N. J.
Del.
Md.
Ohio
Ind.
Ill.
Kansas Territory
New Mexico Territory
Indian Terr.
Texas
Key
Areas with no slaves or unsettled
Areas with slaves

(From Discovering American History by Kownslar and Frizzle. Holt, Rinehardt and Winston, New York, 1967)

Questions for Inquiry and Discovery

1. In the period 1840-1860 which states seemed to have the highest percentage of slaves in the population? Why?

2. Which area of the United States had practically no slaves? Why?

3. How could this map be used to support the thesis that the main cause of the Civil War was slavery?

Questions for Individual Study

1. Which states outlawed slavery before 1860?

2. Were there any states in which, at the outbreak of the Civil War, slaves were in an absolute majority?

3. Did major slave revolts such as those led by Denmark Vessey or Nat Turner occur in areas where there was a large or comparatively small slave population?

4. If a map transparency, which showed the extent of cotton cultivation in the United States, were placed over the one showing slavery 1840-1860, why would it help explain the economic basis of slavery?

B. Use of legal codes to understand slavery

Sample additions to slave codes 1818 - 1848

LAW	STATE	YEAR
Free Negroes may not enter the state.	Georgia So. Carolina Mississippi No. Carolina Tennessee Virginia	
*Free Negroes leaving the state may not return.	So. Carolina	1822
Negro seamen must be imprisoned while their ships are in port.	So. Carolina	1822
Slaves may not preach.	No. Carolina	1831
	Virginia	1832
	Georgia	1833
Slaves may not learn to read or write.	No. Carolina	1830
	Virginia	1831
	Georgia	1834
Circulation of anti-slavery literature prohibited.	No. Carolina	1830
	Mississippi	1830
	Virginia	1836
Death penalty for assisting an escaped slave.	No. Carolina	1832
Death penalty for publishing material that may incite a slave revolt.	Georgia	1829
	Virginia	1847-8
Death penalty for inciting slave rebellion.	So. Carolina	1822
	Georgia	1829
	Tennessee	1835
	Virginia	1847

(From Discovering American History by Kownslar, A.O. and Frizzle, Donald B.)

*By 1860 ten states had constitutional provisions preventing the emancipation of the slaves.

Questions for Inquiry and Discovery

1. Which states prohibited the education of slaves?
2. Which states made death the penalty for inciting slave revolts?
3. Which sections of the country had the most numerous additions to slave codes in the years 1818 - 1848?
4. How did the sample additions to the slave codes attempt to maintain the institution of slavery?

Questions for Small Group Discussion

1. Could slavery have been maintained if these sample additions were not made to the slave codes?
2. If the South allowed the slave to be educated, could slavery have survived?
3. How do these sample additions show the complete inhumanity of the institution of slavery?

C. Using historical narratives to understand the role of the slave in the plantation system:

A First Rate Cotton Plantation

"We had a good breakfast in the morning, and immediately afterward mounted and rode to a very large cottonfield, where the whole field-force of the plantation was engaged.

It was a first-rate plantation. On the highest ground stood a large and handsome mansion, but it had not been occupied for several years, and it was more than two years since the overseer had seen the owner. He lived several hundred miles away, and the overseer would not believe that I did not know him, for he was a rich man and an honorable, and had several times been where I came from - New York.

The whole plantation, including the swamp land around it, and owned with it, covered several square miles. It was four miles from the settlement to the nearest neighbor's house. There were between thirteen and fourteen hundred acres under cultivation with cotton, corn, and other hoed crops, and two hundred hogs running at large in the swamp. It was the intention that corn and pork enough should be raised to keep the slaves and cattle. This year, however, it had been found necessary to purchase largely, and such was probably usually the case, though the overseer intimated the owner had been displeased, and he 'did not mean to be caught so bad again.'"

There were 135 slaves, big and little, of which 67 went to field regularly - equal, the overseer thought, to 60 able-bodied hands. Beside the field-hands, there were 3 mechanics (blacksmith, carpenter, and wheel-wright), 2 seamstresses, 1 cook, 1 stable servant, 1 cattle-tender, 1 teamster, 1 house servant (overseer's cook), and one midwife and nurse. These were all first-class hands; most of them would be worth more, if they were for sale, the overseer said, than the best field-hands. There was also a driver of the hoe-gang. These two acted as petty officers in the field, and alternately in the quarters.

There was a nursery for sucklings at the quarters, and twenty women at this time who left their work four times each day, for half an hour, to nurse their young ones, and whom the overseer counted as half-hand - that is, expected to do half an ordinary day's work.

Driving

We found in the field thirty plows, moving together, turning the earth from the cotton plants, and from thirty to forty hoers, the latter mainly women, with a black driver walking about among them with a whip, which he often cracked at them, sometimes allowing the lash to fall lightly upon their shoulders. He was constantly urging them also with his voice. All worked very steadily, and though the presence of a stranger on the plantation must have been rare, I saw none raise or turn their heads to look at me. Each gang was attended by a "water-toter", that of the hoe-gang being a straight, sprightly, plump little black girl, whose picture, as she stood balancing the bucket upon her head, shading her bright eyes with one hand, and holding out a calabash with the other to maintain her poise, would have been a worthy study for Murillo.

Hours of Labor

He showed an evident pride in the vigilance of his driver, and called my attention to the large area of ground already hoed over that morning; well hoed, too, as he said.

"At what time do they eat?", I asked. They ate "their snacks" in their cabins, he said, before they came out in the morning (that is before daylight - the sun rising at this time at a little before five, and the day dawning, probably, an hour earlier); then at 12 o'clock their dinner was brought to them in a cart - one cart for the plow-gang and one for the hoe-gang. The hoe-gang ate its dinner in the field, and only stopped work long enough to eat it. The plow-gang drove its teams to the "weather house" - open sheds erected for the purpose in different parts of the plantation, under which were cisterns filled with rain water, from which the water-toters carried drink to those at work. The mules were fed as much oats (in straw), corn, and fodder as they would eat in two hours; this forage having been brought to the weather houses by another cart. The plowmen had nothing to do but eat their dinner in all this time. All worked as late as they could see to work well, and had no more food nor rest until they returned to their cabins. At half past nine o'clock the drivers each on an alternate night, blew a horn, and at ten visited every cabin to see that its occupants were at rest, and not lurking about and spending their strength in fooleries, and that the fires were safe - a very unusual precaution; the negroes are generally at liberty after their day's work is done till they are called in the morning. When washing and patching were done, wood hauled and cut for the fires, corn ground, etc., I did not learn: probably all chores, not of daily necessity, were reserved for Saturday. Custom varies in this respect. In general, with regard to fuel for the cabins, the negroes are left to look out for themselves, and they often have to go to "the swamp" for it, or at least, if it has been hauled, to cut it to a convenient size, after their day's work is done. The allowance of food was a peck of corn and four pounds of pork per week, each. When they could not get "greens" (any vegetables) he generally gave them five pounds of pork. They had gardens and raised a good deal for themselves; they also had fowls, and usually plenty of eggs.

(From A Journey in the Back Country States
by Frederick Law Olmsted)

Questions for Inquiry and Discovery

"We found in the field thirty plows, moving together, turning the earth from the cotton plants....the latter mainly women, with a black driver walking about among them with a whip, which he often cracked at them, sometimes allowing the lash to fall lightly upon their shoulders."

1. What does this statement tell us about the treatment of field slaves?

2. What kind of work did the various slaves do?

3. Why was this a first-rate cotton plantation?

4. Why did this plantation use slave labor instead of free labor?

Questions for Individual Study

1. In comparison with other pre-Civil War southern plantations was this one large, average or small?

2. Was the number of slaves on this plantation typical of plantations in the pre-Civil War South?

**3. How does the treatment of the slave in this account differ from that described in the novel, Gone With the Wind?

4. Were the large plantation owners in the South only a small percentage of the total white population of the South?

**Recommended for Students Achieving Above Grade Level

Questions for Small Group Discussion

1. Could the plantation system have been maintained without force?
2. Could this economic system operate with free labor?
3. Can a country be a democracy and still maintain such an economic system?
4. Would the South have become industrialized if the plantation did not dominate Southern economic life?

Follow Up Activities

*a. Read aloud in class pages 59-65 from To Be A Slave by Julius Lester. Then ask the class to discuss how and why the descriptions of the plantation are so different in these two historical sources.

*b. Have the students read Slave for Sale part of a series for individualized instruction from Springboards Press, and answer the following questions:

Questions for Inquiry and Discovery

1. Why did the slaves hold a secret meeting?
2. Why were the slaves worried?
3. Why could a "slave never really feel like a man?"
4. What did Eliza do to escape from slavery?

c. Show students the sound silmstrip, What About Slavery, produced by Houghton-Mifflin and play the accompanying record.

Questions for Inquiry and Discovery

1. Why was slavery an "old" problem?
2. How did the American Revolution make America uneasy about the institution of slavery?
3. How did slavery cause political strife among Americans?
4. Why did territorial expansion complicate the problem of slavery?

d. Play the following songs from The Glory of Negro History by Langston Hughes (folksongs):
  1. "Steal Away"
  2. "Oh Freedom"

Have the students answer the following questions:

Questions for Inquiry and Discovery

1. How do these songs indicate that the slaves hated slavery?
2. How is life under slavery portrayed in these songs?

e. Show the following frames from the filmstrip, The Negro in the United States History:
#8, #9 and #13

*Recommended for Students Achieving Below Grade Level

Questions for Inquiry and Discovery

1. What kind of work did the slaves do?

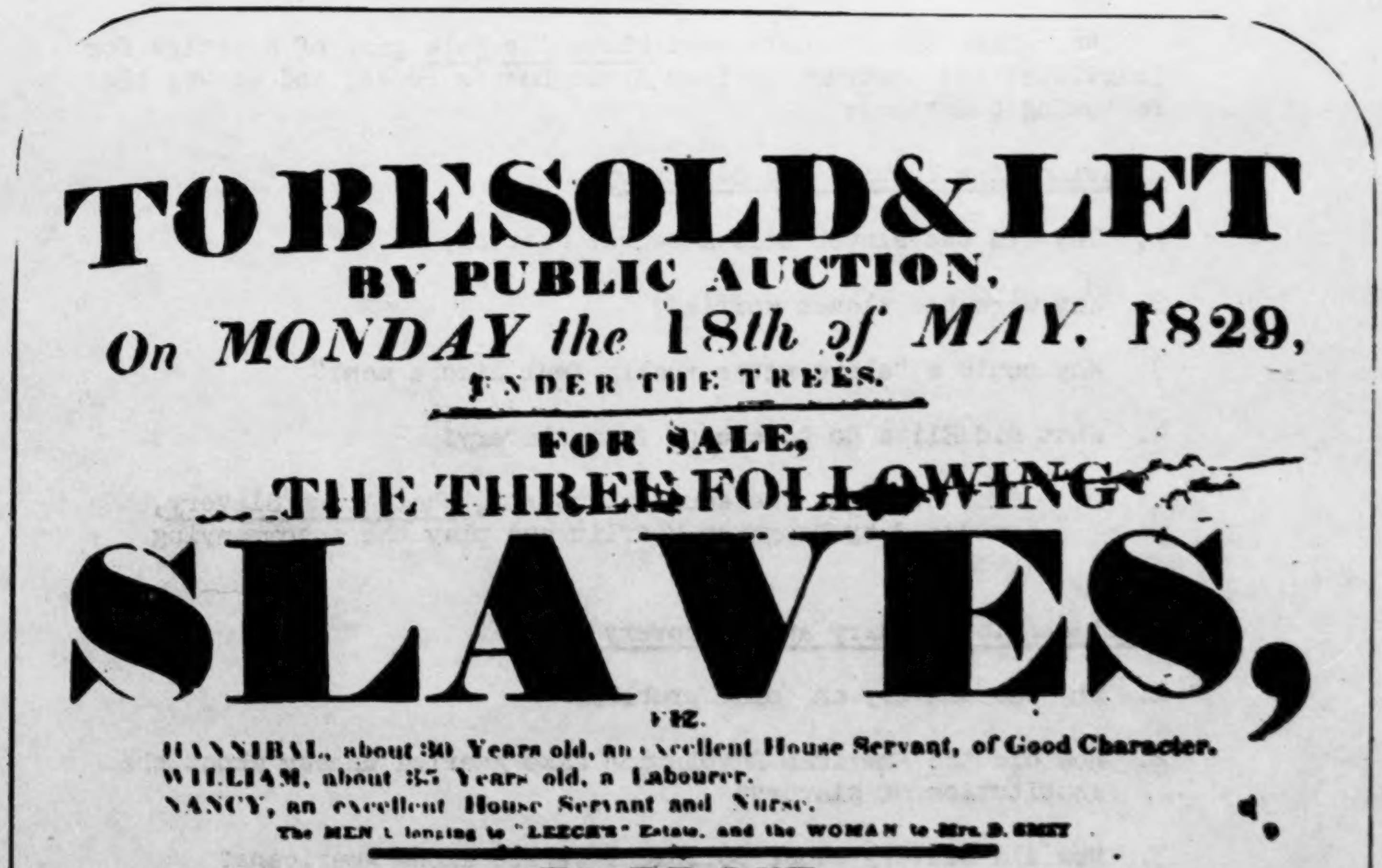
2. How were the slaves dressed?

3. Why were fugitive slaves sought for in the North?

4. Why would slaves dislike the system of slavery?

f. Students might be assigned to read either The Autobiography of Frederick Douglass, or Uncle Tom's Cabin and compare them in class discussion.

D. Using a notice about a public slave auction to learn about slavery



TO BE SOLD & LET
BY PUBLIC AUCTION,
On MONDAY the 18th of MAY, 1829,
UNDER THE TREES.

FOR SALE,
THE THREE FOLLOWING

SLAVES,

VIZ.

HANNIBAL, about 30 Years old, an excellent House Servant, of Good Character.
WILLIAM, about 35 Years old, a Labourer.
NANCY, an excellent House Servant and Nurse.

The MEN belonging to "LEECH'S" Estate, and the WOMAN to Mrs. D. SMIT

TO BE LET,
On the usual conditions of the Hirer finding them in Food, Clothing and Medical [illegible]ance.
THE FOLLOWING
MALE and FEMALE

SLAVES,

OF GOOD CHARACTER.

ROBERT BAGLEY, about 20 Years old, a good House Servant.
WILLIAM BAGLEY, about 18 Years old, a Labourer.
JOHN ARMS, about 18 Years old.
JACK ANTONIA, about 40 Years old, a Labourer.
PHILIP, an Excellent Fisherman.
HARRY, about 27 Years old, a good House Servant.
LUCY, a Young Woman of good Character, used to House Work and the Nursery.
ELIZA, an Excellent Washerwoman.
CLARA, an Excellent Washerwoman.
FANNY, about 14 Years old, House Servant.
SARAH, about 13 Years old, House Servant.

Also for Sale, at Eleven o'Clock,
Fine Rice, Gram, Paddy, Books, Muslins,
Needles, Pins, Ribbons, &c. &c.

AT ONE O'CLOCK, THAT CELEBRATED ENGLISH HORSE

BLUCHER,

Questions for Inquiry and Discovery

1. Why were the slaves, who were being sold or hired, comparatively young?
2. In which states could such an auction be held in 1829?
3. How does this auction notice show that the slaves were considered a commodity just like rice, books, needles, etc.?
4. How does this auction demonstrate the complete inhumanity of the slavery system?

Questions for Individual Study

1. How were slaves sold at slave auctions?
2. What impact did the following slave revolts have upon the system of slavery in the South:
    a. Denmark Vessey revolt
    b. Gabriel Prosser revolt
    c. Nat Turner revolt
3. What problems did slavery pose for the free Afro-American?

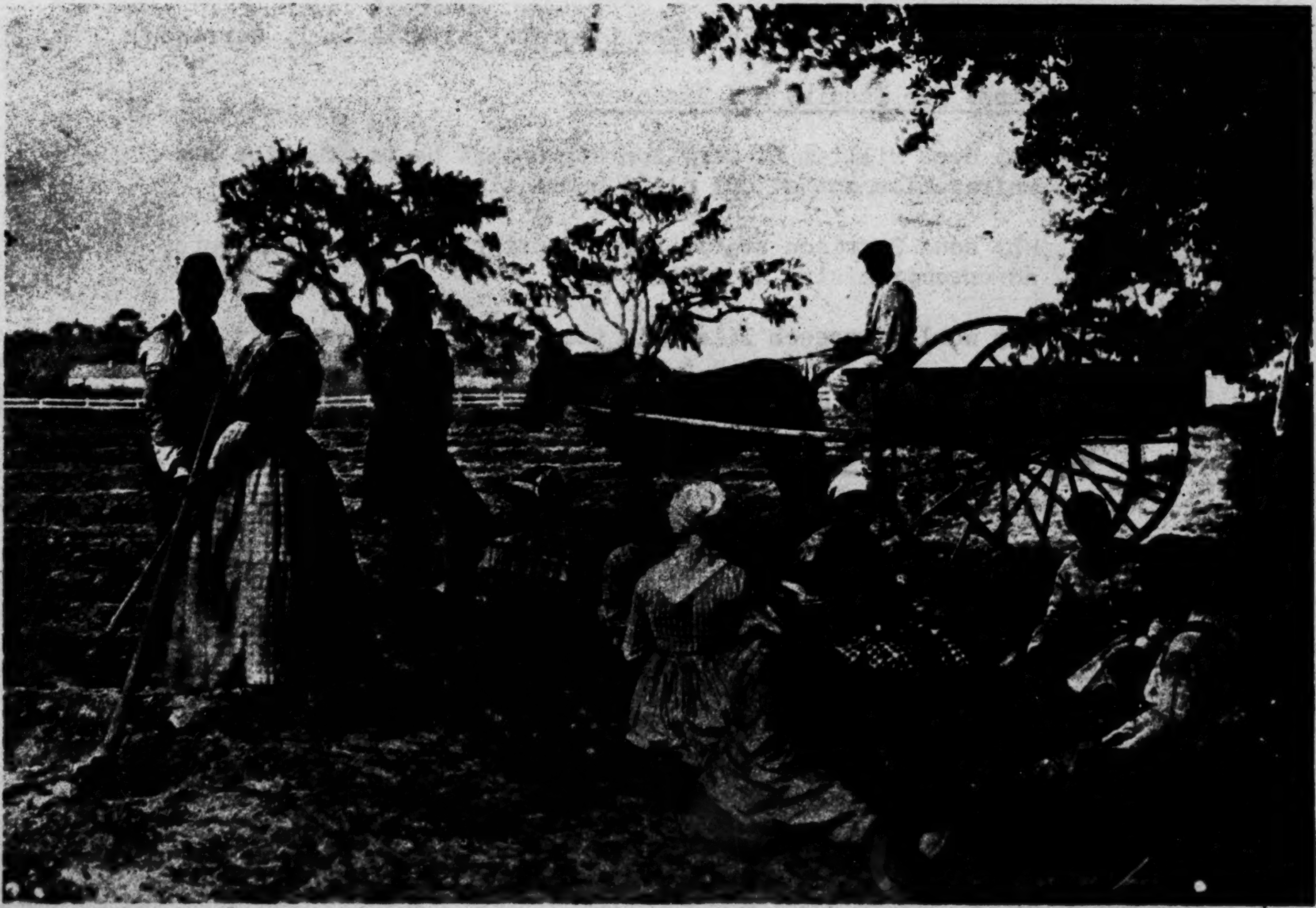
Follow Up Activity:

*a. Ask several students to read Chapter 2 (The Auction Block) in To Be A Slave by Julius Lester and report back to the class on how auctions were conducted during slavery.

*Recommended for Students Achieving Below Grade Level

E. Use of photograph to illustrate slavery

Negro field hands as they were: A photograph on a South Carolina plantation, 1862.



Questions for Inquiry and Discovery

1. What is happening in this photograph?

2. What kind of work are these slaves doing?

3. How are these slaves dressed?

F. Use of editorials, speeches, poems and books to understand the debate over the abolition of slavery

Editorial

Assenting to the "self-evident truth" maintained in the American Declaration of Independence, "that all men are created equal, and endowed by their Creator with certain inalienable rights - among which are life, liberty and the pursuit of happiness," I shall strenuously contend for the immediate enfranchisement of our slave population. In Park Street Church, on the Fourth of July, 1829, in an address on slavery, I unreflectingly assented to the popular but pernicious doctrine of gradual abolition. I seize this opportunity to make a full and unequivocal recantation, and thus publicly to ask pardon of my God, of my country, and of my brethren, the poor slaves, for having uttered a sentiment so full of timidity, injustice and absurdity....

I am aware, that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; - but urge me not to use moderation in a cause like the present. I am in earnest - I will not equivocate - I will not excuse - I will not retreat a single inch - AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

(From The Liberator by William L. Garrison)

Questions for Inquiry and Discovery

1. Why does William L. Garrison state that he is "for the immediate enfranchisement of our slave population"?

2. Why does Garrison state that he must be "as harsh as truth, and as uncompromising as justice"?

3. Why would a speech like this tend to stir up hostility in the South?

4. What argument might a Southerner like Calhoun use against Garrison?

Questions for Individual Study

1. Which sections of Northern society read Garrison's paper, "The Liberator"?

2. Who supported the abolitionist movement?

3. How much support did the abolitionist receive in the Western states?

4. What part did blacks play in the abolitionist movement?

5. Why was there so much hostility to Garrison in the North?

Questions for Inquiry and Discovery

1. What is happening in this photograph?
2. What kind of work are these slaves doing?
3. How are these slaves dressed?

F. Use of editorials, speeches, poems and books to understand the debate over the abolition of slavery

Editorial

Assenting to the "self-evident truth" maintained in the American Declaration of Independence, "that all men are created equal, and endowed by their Creator with certain inalienable rights - among which are life, liberty and the pursuit of happiness," I shall strenuously contend for the immediate enfranchisement of our slave population. In Park Street Church, on the Fourth of July, 1829, in an address on slavery, I unreflectingly assented to the popular but pernicious doctrine of gradual abolition. I seize this opportunity to make a full and unequivocal recantation, and thus publicly to ask pardon of my God, of my country, and of my brethren, the poor slaves, for having uttered a sentiment so full of timidity, injustice and absurdity....

I am aware, that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; - but urge me not to use moderation in a cause like the present. I am in earnest - I will not equivocate - I will not excuse - I will not retreat a single inch - AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

(From The Liberator by William L. Garrison)

Questions for Inquiry and Discovery

1. Why does William L. Garrison state that he is "for the immediate enfranchisement of our slave population"?
2. Why does Garrison state that he must be "as harsh as truth, and as uncompromising as justice"?
3. Why would a speech like this tend to stir up hostility in the South?
4. What argument might a Southerner like Calhoun use against Garrison?

Questions for Individual Study

1. Which sections of Northern society read Garrison's paper, "The Liberator"?
2. Who supported the abolitionist movement?
3. How much support did the abolitionist receive in the Western states?
4. What part did blacks play in the abolitionist movement?
5. Why was there so much hostility to Garrison in the North?

Questions for Small Group Discussion

1. Did the abolitionist movement bring on the Civil War?

2. Were abolitionists great moral leaders or cranks?

The following exercise paraphrases Garrison's editorial from The Liberator.

Follow-Up Activity:

*a. Have the students read the paraphrase of Garrison's editorial and answer the questions that come after it.

> Since the American Declaration of Independence says that "all men are created equal", I think that it is time to end slavery completely. Once I believed that we shall free slaves slowly, now I believe it must be done immediately. I know that people won't like the idea. But I will not change. I must say this,if people are going to abolish slavery because it is such an evil institution....

Questions for Inquiry and Discovery

1. Why does Garrison say that slaves should be free?

2. Why does Garrison say slavery should be abolished immediately?

3. Would you agree or disagree with what Garrison is saying? Why?

Speech

In regard to John Brown, you want me to curse him. I will not curse John Brown. You want me to pour out execrations upon the head of old Ossawatomie. Though all the slaveholding Balaks in the country fill their houses with silver and proffer it, I will not curse John Brown. I do honestly condemn what he did from my standpoint, and with my convictions I disapprove of his action, that is true; but I believe that his purpose was a good one; that so far as his own motives before God were concerned, they were honest and truthful; and no one can deny that he stands head and shoulders above any other character that appeared on the stage in that tragedy from beginning to end; from the time he entered the armory there to the time when he was strangled by Governor "Fussation." (General laughter).

He was not guilty of murder or treason. He did not unquestionably violate the statute against aiding slaves to escape; but no blood was shed, except by the panic-stricken multitude, till Stevens was fired upon while waving a flag of truce. The only murder was that of Thompson, who was snatched from the heroic protection of a woman, and riddled with balls at the railroad bridge. Despotism has seldom sacrificed three nobler victims than Brown, Stevens, and Hazlitt.

As I remarked, Mr. Chairman, this brings us to confront slavery, and ask what right this Caliban has upon earth? I say no right. My honest conviction - and I do not know why gentlemen need take offense; they need not unless they choose - my honest conviction is, that all these slaveholding laws have the same moral power and force that rules among pirates have for the distribution of their booty; that regulations among robbers have for the division of their spoils; and although I do not believe gentlemen have behaved very handsomely to me, I am going to add, notwithstanding, that I do not mean to say that gentlemen who are slaveholders would be guilty of these particular things -

*Recommended for Students Achieving Below Grade Level

that is not the point - I am talking about this matter in the court of conscience, in the court of right and wrong; and I insist that any laws for enslaving men have just the same moral force as the arrangement among robbers and pirates for distributing their spoils.

(From The Congressional Globe - speech by Owen Lovejoy)

Questions for Inquiry and Discovery

1. Why does Lovejoy feel that John Brown was "not guilty of murder and treason"?
2. Why does Lovejoy compare "laws for enslaving men" with "arrangements among robbers and pirates for distributing their spoils"?
3. How does Lovejoy's comments about John Brown's raid differ from those of a Southern historian like Avery Craven?

Questions for Small Group Discussion

1. Was the use of weapons realistically the only way to bring about the destruction of slavery?
2. Did John Brown's actions only inflame the South and thereby make the Civil War inevitable?
3. Can force settle a moral issue?
4. Would you have joined John Brown's movement?
5. If John Brown had been successful, would we have had a race problem today?

Autobiographical Sketch

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery, but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! That very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and stin my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon my by every object within sight or hearing, animate or inanimate. The silver strump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without feeling it. It looked from every star. It smiled in every calm, breathed in every wind, and moved in every storm.

(From The Autobiography of Frederick A. Douglass)

Questions for Inquiry and Discovery

1. What did Frederick A. Douglass learn from the books he read?
2. Why was Douglass against slavery?
3. Why was Douglass tormented?
4. How did Douglass influence the Northern abolitionist movement?

Questions for Individual Study

1. What role did Frederick Douglass play in the abolitionist movement?
2. Which other blacks were important members of the abolitionist movement?
3. How did the black abolitionist movement differ from the more traditional New England movement?

Poem

How small the choice, from cradle to grave
Between the lot of Hireling and of Slave!
To each alike applies the stern decress
That man shall labour; whether bond or free,
For all that toil, the recompense we claim --
Food, fire, a home and clothing -- is the same.

. . . .

Childhood bestows no childish sports or toys,
Age, neither reverence nor repose enjoys,
Labour, with hunger, wages ceaseless strife,
And want and suffering only end with life;
In crowded huts, contagious ills assail,
Insidious typhus and its plagues prevail;
Gaunt famine prowls around his pauper prey,
And daily sweeps his ghastly hosts away ....

. . . .

Taught by the Master's efforts, by his care,
Fed, clothed, protected, many a patient year,
From trivial numbers now to millions grown,
With all the white man's useful arts their own,
Industrious, docile, skilled in wood and field,
To guide the plough, the sturdy axe to wield,
The negroes schooled by Slavery embrace
The highest portion of the negro race ....

. . . .

And yet the life, so unassailed by care,
So blest with moderate work, with ample fare,
With all the good the pauper Hireling needs
The happier Slave on each plantation leads;
Safe from harassing doubts and annual fears,
He dreads no famine, in unfruitful years;
If harbest fail from inauspicious skies,
The Master's providence his food supplies;
No paupers perish here for want of bread,
Or lingering live, by foreign bounty fed;
No exiled trains of homeless peasants go,
In distant climes, to tell their tales of woe ....

Questions for Inquiry and Discovery

1. According to Grayson, why do both the hireling and the slave have no bed of roses?

2. Why is the slave happier than the hireling?

3. How does this poem distort history?

4. Why would this poem be a poor source for historical investigation?

Follow-Up Activities:

a. List each of the names below on a separate piece of paper and then fold the paper so that the names cannot be seen. Then place all the pieces of paper in a container. After a student has drawn a name from the container, he must explain why the person chosen was for or against slavery.

Frederick Douglass
John C. Calhoun
John Brown
Harriet Tubman
Andrew Johnson
Abraham Lincoln
Daniel Webster

G. Use of legislative acts and a court decision to understand the political debate over slavery.

Northwest Ordinance, 1787

Article 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in punishment of crimes whereof the party shall have been duly convicted: Provided, always, that any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original states, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or services as aforesaid....

Missouri Compromise, 1820

An act to authorize the people of the Missouri territory to form a constitution and state government, and for the admission of such state into the Union on an equal footing with the original states, and to prohibit slavery in certain territories.

Sec. 8. And be it further enacted, that in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty-six degrees and thirty minutes north latitude, not included within the limits of the state, contemplated by this act, slavery and involuntary servitude, otherwise than in the punishment of crimes, whereof the parties shall have been duly convicted, shall be, and is hereby, forever prohibited. Provided always, that any person escaping into the same, from whom labour or service is lawfully claimed, in any state or territory of the United States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labour or service as aforesaid.

Compromise of 1850

An Act to amend, and supplementary to, the Act entitled "An Act respecting Fugitives from Justice, and Persons escaping from the Service of their Masters, approved February twelfth, one thousand seven hundred and ninety-three.

Sec. 6. And be it further enacted, that when a person held to service or labor in any State or Territory of the United States, has heretofore or shall hereafter escape into another State or Territory of the United States, the person or persons to whom such service or labor may be due, or his, her or their agent or attorney, duly authorized, by power of attorney, in writing, acknowledged and certified under the seal of some legal officer or court of the State or Territory in which the same may be executed, may pursue and reclaim such fugitive person, either by procuring a warrant from some one of the courts, judges, or commissioners aforesaid, of the proper circuit, district, or county, for the apprehension of such fugitive from service or labor, or by seizing and arresting such fugitive, where the same can be done without process ....

Dred Scott Decision, 1857

Now ... the right or property in a slave is distinctly and expressly affirmed in the Constitution. The right to traffic in it, like an ordinary article of merchandise and property, was guaranteed to the citizens of the United States, in every State that might desire it, for twenty years. And the Government in express terms is pledged to protect it in all future time, if the slave escapes from his owner ... and no word can be found in the Constitution which gives Congress a greater power over slave property... Than property of any other description.

Upon these considerations, it is the opinion of the court that the act of Congress (the Missouri Compromise Act of 1820) which prohibited a citizen from holding and owning property of this kind in the territory of the United States north of the line therein mentioned, is not warranted by the Constitution, and is therefore void; and that neither Dred Scott nor any of his family, were made free by being carried into this territory; even if they had been carried there by the owner, with the intention of becoming a permanent resident ....

Kansas-Nebraska Act, 1854

An Act to Organize the Territories of Nebraska and Kansas

....created into a temporary government by the name of the Territory of Kansas; and when admitted as a State or States, the said Territory, or any portion of the same, shall be received into the Union with or without slavery, as their Constitution may prescribe at the time of their admission....

Questions for Inquiry and Discovery

1. What were the provision of the Northwest Ordinance?

2. How did the Missouri Compromise deal with slavery?

3. How did the Kansas-Nebraska Act abrogate the provision of the Missouri Compromise?

4. How did the Dred Scott decision increase the power of the slave owner?

Questions for Individual Study

1. How did each of the laws with the exception of the Northwest Ordinance increase the extent of slavery?

2. Which of the authors in the previous passage would have supported or not supported each of the legislative acts mentioned above?

3. How did these acts illustrate that we were on the road to an "irrepressible conflict"?

Questions for Small Group Discussion

1. Should people have the right to vote on whether or not they wanted slavery?

2. Does a court have the right to declare that someone is the property of someone else?

3. Should a state ever have the right to maintain slavery?

4. How do these laws help us understand America's racial problem today?

Follow-Up Activities

Rewritten for students reading below grade level.

*a. Have the students read the following rewritten passages from laws about slavery, then answer the questions.

Selection #1 from the Northwest Ordinance: There shall be no slavery in the Northwest territory.

Selection #2 from The Missouri Compromise: This act will allow the people of the Missouri territory to form a government. They will come into the Union on an equal footing with the other states. A line will be drawn through this territory. In the area above the line, slavery shall be prohibited forever.

Selection #3 from The Compromise of 1850: Slave owners have the right to have their slaves returned to them from wherever they flee.

Selection #4 from The Dred Scott Decision of Chief Justice Roger Taney: The slave is the property of his owner and no law can change this wherever he is or travels.

Selection #5 from The Kansas-Nebraska Act, 1854: Should the territories of Kansas and Nebraska have slavery shall be decided upon by the people of the territory at the time of their admission.

Questions for Inquiry and Discovery

1. What does the Northwest Ordinance say about slavery?

2. What does the Missouri Compromise say about slavery?

3. Why wasn't slavery completely abolished in the Missouri Compromise?

4. How did the Dred Scott decision hurt the Afro-American?

5. How did the Kansas-Nebraska Act of 1854 upset the Missouri Compromise?

6. Which of these acts helped the Afro-American the most? Explain.

7. Would you have voted for any of these laws? Why?

b. For reinforcement of previous learnings, have the students play the game: What Did I Change. Next to the following statements, tell which law provided for the change:

1. Didn't allow slavery in the territory of the Northwest.
2. Above this line slavery is illegal.
3. Let's have the settlers decide whether they want or do not want slavery.
4. All slaves are the property of their owners.
5. There should be strict enforcement of returning fugitive slaves.

*Recommended for Students Achieving Below Grade Level

PART III

WHAT IS MEANT BY AFRO-AMERICAN ACTIVISM?

Emphases:

Afro-American activism is a struggle for economic, social and political equality.

The Supreme Court decisions and Civil Rights legislation have weakened the structure of segregation both in the North and South.

Afro-American activism has upset previous patterns in education, employment and politics.

A. Using a poem and excerpts from speeches, novels and studies to help understand Afro-American activism.

I, Too

by Langston Hughes

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed --

I, too, am America.

Questions for Inquiry and Discovery

1. What is this poem saying?
2. Why is the "darker brother" dissatisfied?
3. How does this poem help us understand why black people are not satisfied?
4. What other poem or story that you have read recently says the same thing?

Questions for Small Group Discussion

1. According to this poem, tomorrow there will be a change in the position of the black people. Do you agree? Why?
2. Is white America "ashamed" of its treatment of the "darker brother"?

* Recommended for Students Achieving Below Grade Level

Follow up Activities

a. Read to the class several poems from I Am The Darker Brother: An Anthology of Modern Poems by Negro Americans, edited by Arnold Adoff, illustrations by Benny Andrews published by McMillin in 1968. The selections read to the class should be from each of the sections to give the student an insight into the different aspects of Afro-Americans.

b. Have the students read the following poems and view the two photographs that accompany them, then, answer the questions at the end. (Photographs on following page.)

Questions for Inquiry and Discovery

1. What are these poems about?

2. What do these poems tell us about the world in which the writer lived?

3. What is the strongest feeling these poems express?

4. How do these poems help us understand the reasons for Afro-American activism?

Speech

If there is no struggle, there is no progress. Those who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing up the ground. They want the ocean without the awful roar of its many waters.

(From a speech by Frederick A. Douglass)

Questions for Inquiry and Discovery

1. What connection does Frederick Douglass make between struggle and progress?

2. How did the following historical periods illustrate what Frederick Douglass was saying?

   a. Jacksonian period
   b. The Civil War
   c. The New Deal

Novel

I am an invisible man. No, I am not a spook like those who haunted Edgar Allen Poe; nor am I one of your Hollywood movie ectoplasm. I am a man of substance, of flesh and bone, fiber and liquids--and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they see only my surroundings, themselves, or figments of their imagination--indeed, everything and anything except me.

(From The Invisible Man by Ralph Ellison)

Questions for Inquiry and Discovery

1. Why does this man feel that, although he is man of flesh and substance, he is invisible?

2. Why could being invisible lead to resentment and hostility?

3. How is this introduction from Ralph Ellison's book a commentary on race relations?

Sometimes I feel as if everybody is looking at me, I walk a little faster, I go out of my way just so I won't see everyone. The little kids yell out: "The fat pig is going by!" and everybody runs. When I get home my brother won't open the door because he says I can use my key.

Gregory H. age 13

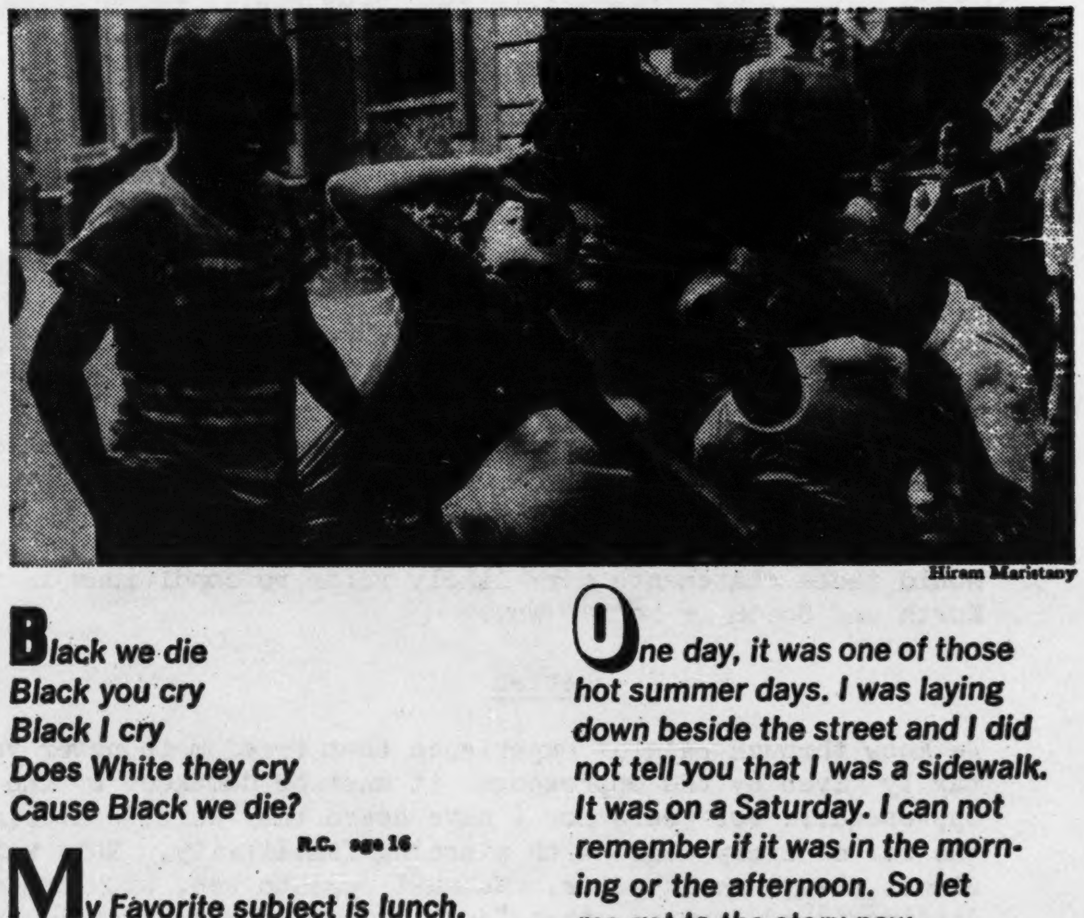
Walking alone around the park is just like forgetting everything. You see the free children playing. I remember when I was a kid and I always was playing and dancing with the other kids. Life is easier when you are small. The parents they care for you more and always gives you what you want. I wish I could be a kid again. They hug you and carry you. When they kiss you goodnight or sing a song to you. You get so sleepy.

Unsigned age 14

Bob Nacht

Walk on Water
Walk on a Leaf
Hardest of all is
Walk in Grief

W.N. age 16



Hiram Maristany

Black we die
Black you cry
Black I cry
Does White they cry
Cause Black we die?

R.C. age 16

My Favorite subject is lunch. What's school without lunch. Maybe we don't have a lot of time for it but its eating. Lunch is buying and selling, horsing and yelling. I love lunch and without it I'll die. And whoever don't like lunch isn't eating.

Richard F. age 15

One day, it was one of those hot summer days. I was laying down beside the street and I did not tell you that I was a sidewalk. It was on a Saturday. I can not remember if it was in the morning or the afternoon. So let me get to the story now. Everybody was busy walking on me and I was trying to get a sun tan. I was very mad. I almost started to blow the people off, but I started to think of the people that made me a sidewalk. So I said to myself in the night I will get my suntan. But then I realized that when the sun goes down you can't get a tan. Then I blew the people off of me and from then on they did not walk on me again and I got my suntan at last.

D.M. age 14

Questions for Small Group Discussion

1. Has white America refused to "see" black America?
2. What has been the consequence of white America's failure to see black America?

Sociological Treatise

A lot of times, when I'm working, I become as despondent as hell and I feel like crying. I'm not a man, none of us are men! I don't own anything. I'm not a man enough to own a store; none of us are.

If a man qualifies, it should be first come, first served. You understand what I mean? Regardless of whether we're black or white, we all have families! It should be first come, first served. But that's not how they do you! If you're automatically turned down on a lot of jobs. They'll take your application, but no sooner than you walk out of the office, or wherever it is, they take the application and put it in the wastebasket, and tell you they'll let you know in a couple of weeks.

No one with a mop can expect respect from a banker, or an attorney, or men who create jobs, and all you have is a mop. Are you crazy? Whoever heard of integration between a mop and a banker?

I would like to be the first Negro president.

(Quotations from Dark Ghetto by Dr. Kenneth Clark,
New York: Harper and Row, 1965.)

Questions for Inquiry and Discovery

1. How do each of these statements give us insight into why black Americans are dissatisfied?
2. Why would it be difficult to integrate a "mop and a banker"?
3. How does at least one of the statements indicate that the future might be different from the past?
4. From your own personal experiences would you say that these quotations are accurate summaries of the feelings of many black Americans? Why?
5. Would these statements more likely refer to conditions in the North and South or both? Why?

Letter

We know through painful experience that freedom is never voluntarily given by the oppressor: it must be demanded by the oppressed... For years now I have heard the "wait!" It rings in the ear of every Negro with piercing familiarity. This wait has almost always meant never. We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

We have united for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse-and-buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say "wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that function is closed to colored children, and see ominous clouds of inferiority beginning to form in her unconscious bitterness toward white people; when you have to concoct an answer for a five-year-old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross-country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger", your middle name becomes "boy" (however old you are) and your last name becomes "John", and your wife and mother are never given the respected title "Mrs.", when you are constantly at tip-toe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"--then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into an abyss of despair. I hope, sirs, you can understand our legitimate and unavoidable impatience.

(From Letters from the Birmingham Jail
by Martin Luther King)

Questions for Inquiry and Discovery

1. Why does Martin Luther King, Jr. feel that the period of waiting is over?

2. How have the recent changes in Africa and Asia had an impact upon black activism in the United States?

Questions for Individual Research

1. Would the historian, C. Vann Woodward, agree with Martin Luther King, Jr. that the pattern of segregation is not new?

2. In what specific ways has the decline of colonialism in Africa directly affected black activism?

3. Which Afro-American leaders in the 19th century expressed a similar impatience with the conditions they found themselves in?

Questions for Small Group Discussion

1. What effect has the Vietnamese wars had upon Civil Rights Movement?

2. Has race relations significantly improved in the United States since 1954?

3. Was the greatest achievement of the Civil Rights Movements the distinction of legal segregation in the South?

4. Is de facto segregation in the North the real enemy of the Civil Rights Movement?

5. Is racial integration really a possible goal?

6. Did the leadership of King "make" the Civil Rights Movement?

B. Using a Supreme Court decision to help understand the direction and scope of Afro-American activism.

Supreme Court Decision

> ...In approaching this problem we cannot turn the clock back to 1868 when the (Fourteenth) Amendment was adopted, or even to 1896 when Plessy vs. Ferguson was written. We must consider public education in the light of its full development and its present place in American life throughout the nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.
>
> Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.
>
> We come then to the question presented: Does segregation of children in public school solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.
>
> In Seveatt vs. Painter...in finding that a segregated school for Negroes could not provide them equal educational opportunities, this Court relied in large part on "those qualities which are incapable of objective measurement but which make for greatness in law school." In McLaurin vs. Oklahoma State Regents....his ability to study, to engage in discussions and exchange views with other students, and, in general to learn his profession. Such considerations apply with added force to children in grade and high schools. To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The effect of this separation of their educational opportunities was well stated by a finding in the Kansas Case by a court which nevertheless felt compelled to rule against the Negro plaintiffs:
>
>> Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for this policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of the law, therefore, has a tendency to retard the educational and mental development of Negro children and to deprive them of some of the benefits.
>
> (Chief Justice Warren in Brown vs. The Board of Education of Topeka, Kansas)

Questions for Inquiry and Discovery

1. What arguments does the Chief Justice give to support his conclusions that in the field of public education the doctrine of "separate but equal" has no place?

2. Why did the Court in the Plessy vs. Ferguson case feel that "separate but equal" was just?

3. Why did the destruction of the "separate but equal" doctrine mean that the whole pattern of race relations in the South had to be changed?

Questions for Individual Study

1. How did many Southern states attempt to avoid the consequence of the Court's decision in Brown vs. The Board of Education of Topeka?

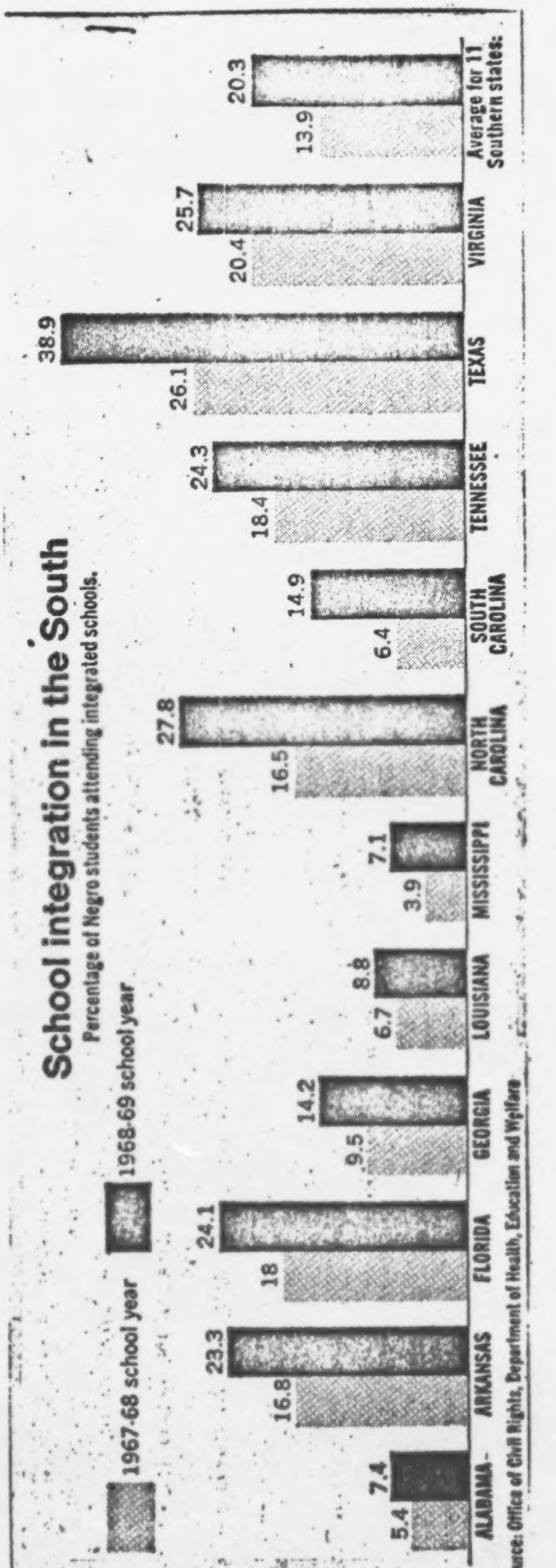
2. How did the Supreme Court decision cause a crisis in Little Rock, Arkansas?

3. How did the Supreme Court decision in Brown vs. The Board of Education upset educational politics in the North?

Questions for Small Group Discussion

1. Can you legislate an end to segregation?

2. To what extent has legislation initiated social change in the United States?



School integration in the South

Percentage of Negro students attending integrated schools.

Source: Office of Civil Rights, Department of Health, Education and Welfare

Questions for Inquiry and Discovery

1. What does this graph tell us about the degree of school integration 13 years after the Supreme Court decision?

2. Which state has the highest number of Negro students attending integrated schools?

3. Which state has the lowest number of Negro students attending integrated schools?

4. Why has the South not completely desegregated its schools?

5. How much progress has there been in school desegregation?

Questions for Individual Study

1. Why has integration of education been so slow in Louisiana, Alabama and Mississippi?

2. How can the pace of integration be hastened?

3. Has integration improved the educational opportunities of the Negro student in the South? Explain.

Follow up Activity:

* a. Have the student read the rewritten passage and answer the questions below:

Education is now the most important activity of state and local governments. We spend a lot of money on it. We use education to make good citizens. The question we raise is this: Does the racial segregation of children in public schools mean some students don't have the same chances as other children? We believe that racial segregation keeps a student from getting an equal education. Separating some students from other students make them feel inferior. This feeling keeps him from learning all he can.

Questions for Inquiry and Discovery

1. Why does Chief Justice Warren feel that education is important?

2. What question does Chief Justice Warren raise?

3. Why does racial segregation hurt a student?

4. Would you agree or disagree with Chief Justice Warren? Explain.

C. Using civil rights legislation to help understand how laws influenced the Civil Rights Movement.

Selection #1

No person, whether acting under color law or otherwise, shall intimidate, threaten, coerce, or attempt to intimidate, threaten or coerce any other person for the purpose of interfering with the right of such other person to vote or to vote as he may choose.

Whenever any person has engaged or there are reasonable grounds to believe that any person is about to engage in any act or practice which would deprive any other person of any right, the Attorney General may institute for the United States, a civil action or other proper proceeding for preventive relief, including an application for a permanent or temporary injunction, restraining order, or any other order.

(From The Civil Rights Act of 1957, Part IV, Section 131)

* Recommended for Students Achieving Below Grade Level

Selection #2

The Court may appoint one or more persons who are qualified voters in the judicial district, to be known as voting referees, to serve for such period as the Court shall determine, to receive such applications and to take evidence and report to the Court findings as to whether or not at any election or elections (1) any such applicant is qualified under State law to vote, and (2) he has since the finding by the Court heretofore specified been (a) deprived or or denied under color law the opportunity to register to vote or otherwise to qualify, or (b) found not qualified to vote by any person acting under color of law.

Upon receipt of such report, the Court shall cause the Attorney General to transmit a copy thereof to the State Attorney General and to each party to such proceeding together with an order to show cause within ten days, or such shorter time as the Court may fix, why an order of the Court shall not be entered in accordance with such report. The issues of fact, and law raised by such exceptions shall be determined by the Court, or, if the due and speedy administration of justice, they may be referred to the voting referee to determine accordance with procedures prescribed by the Court.

(From The Civil Rights Act of 1960,
Part IV, Section 131)

Selection #3

TITLE II
INJUNCTIVE RELIEF AGAINST DISCRIMINATION IN PLACES OF PUBLIC ACCOMMODATION

Sec. 201. All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.

Each of the following establishments which serves the public is a place of public accommodation within the meaning of this title if its operations affect commerce, or if discrimination or segregation by it is supported by State action:

> any inn, hotel, motel, or other establishment which provides lodging to transient guests, other than an establishment located within a building which contains not more than five rooms for rent or hire and which is actually occupied by the proprietor of such establishment as his residence;
>
> any restaurant, cafeteria, lunch counter, soda fountain, or other facility principally engaged in selling food for consumption on the premises, including, but not limited to, any such facility located on the premises of any retail establishment; or any gasoline station;
>
> any motion picture house, theatre, concert hall, sports arena, stadium or other place of exhibition or entertainment.

To cause or attempt to cause an employer to discriminate against an individual in violation of this section.

It shall be an unlawful employment practice for any employer, labor organization, or joint labor-management committee controlling apprenticeship or other training or retraining, including on-the-job training programs, to discriminate against any individual because of his race, color, religion, sex or national origin in admission to, or employment in, any program established to provide apprenticeship or other training.

(From The Civil Rights Act of 1964)

Questions for Inquiry and Discovery

1. How does The Civil Rights Act of 1957 protect the right to vote?
2. Under The Civil Rights Act of 1960, how do federal referees protect qualified voters?
3. How does The Civil Rights Act of 1964 help eliminate racial discrimination in "any place of public accommodation?"
4. In what way does The Civil Rights Act of 1964 help end discrimination in employment?
5. How does each Civil Rights Act mentioned increase the responsibilities of the Federal Government?
6. Why was it felt necessary to increase the power of the Federal Government to protect peoples' rights?
7. In what ways have Civil Rights legislation broadened Americans' conceptions of civil rights?

Questions for Individual Study

1. Have The Civil Rights Acts really ended discrimination in public accommodations in the South?
2. Does racial discrimination in employment still exist in spite of The Civil Rights Act of 1964?
3. How have the scope and direction of Civil Rights Acts changed during the 1960's?

Questions for Small Group Discussion

1. Have Civil Rights Acts changed America?
2. Are Civil Rights Acts really the most effective way of changing American attitudes?
3. Can legislation change morality?
4. Do we need more Civil Rights legislation?
5. Have we really enforced all Civil Rights laws?

Follow up Activities:

a. Have the students read the following rewritten passages from The Civil Rights Acts and answer the questions below.

Selection #1: No person can interfere with anyone who is attempting to vote or to vote as he chooses.

Selection #2: (from The Civil Rights Act of 1960) The Court will appoint someone to make sure that no person who should, is not allowed to vote.

Selection #3: (from The Civil Rights Act of 1964) No hotel, inn, motel, theatre, concert hall, sports arena, or other public establishments can refuse to serve a customer because of race, color or national origin.

An employer cannot refuse to hire a worker because of race, color, sex or national origin.

Questions for Inquiry and Discovery

1. How does The Civil Rights Act of 1957 help to protect people who want to vote?

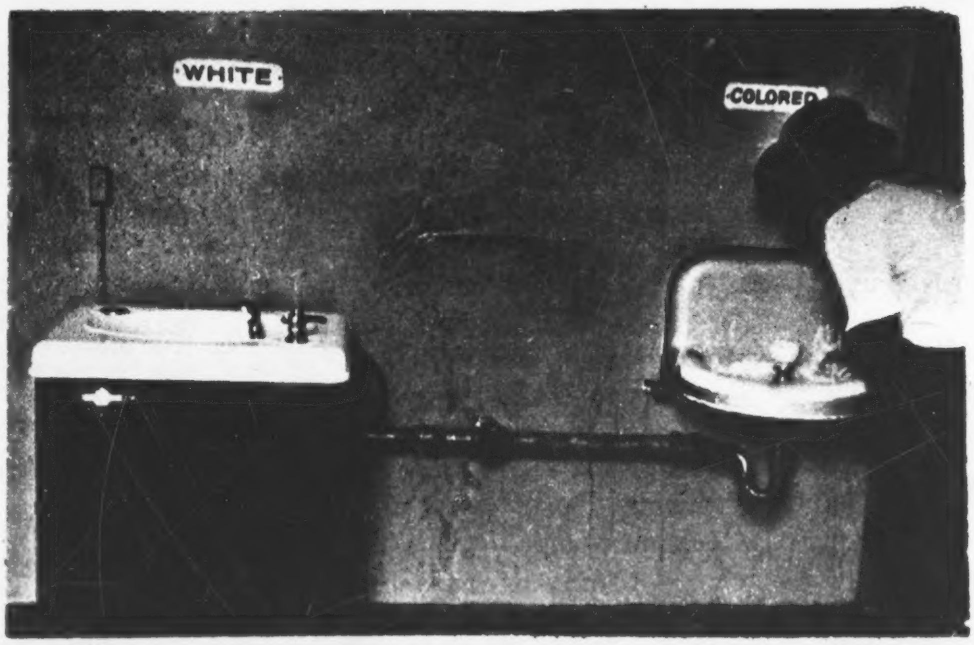
2. How does The Civil Rights Act of 1960 strengthen the Act of 1957?

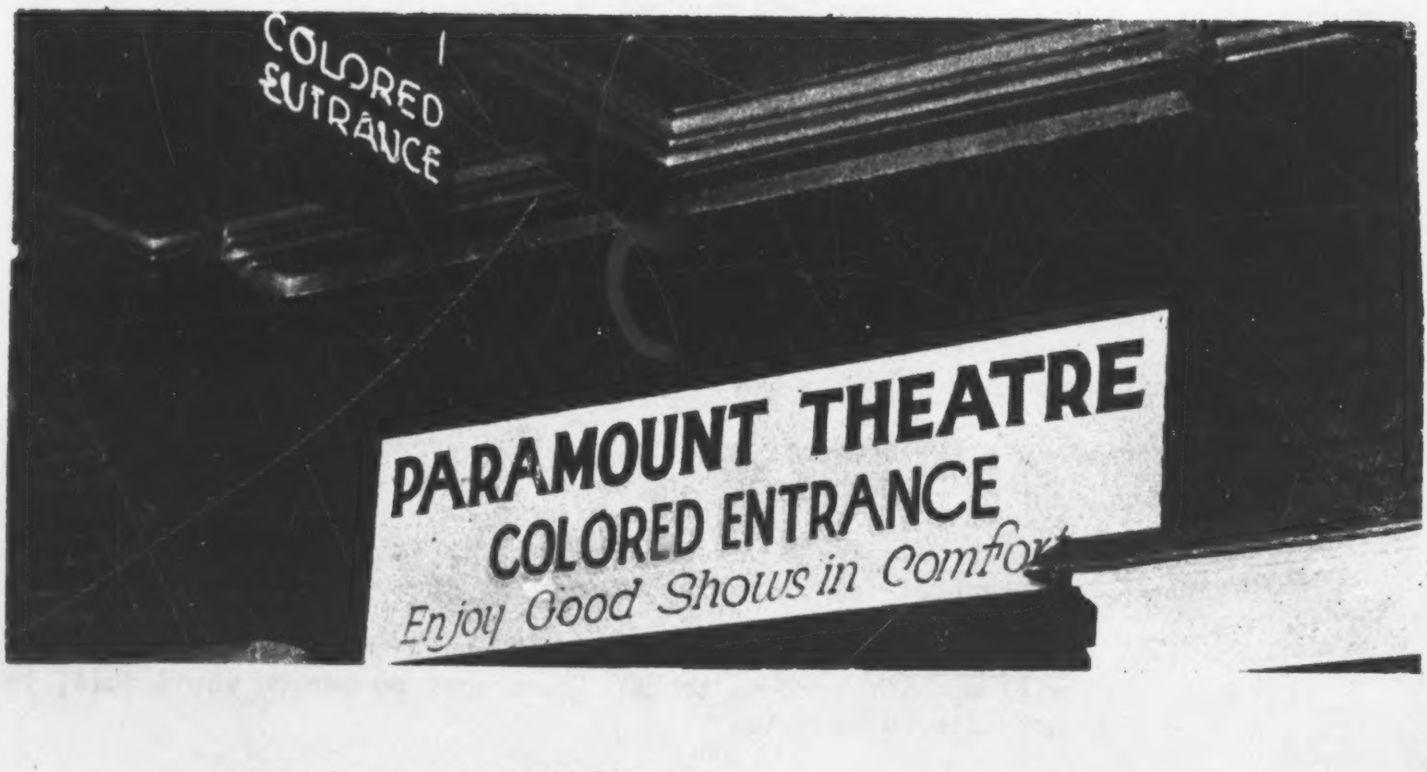
3. Why was The Civil Rights Act of 1964 passed?

4. How did these Acts help protect Afro-Americans who lived in the South?

5. Did these Acts improve the conditions under which all the people lived in the South? Explain.

   a. Show these two pictures to the class, then answer the questions below:


WHITE
COLORED


COLORED ENTRANCE
PARAMOUNT THEATRE
COLORED ENTRANCE
Enjoy Good Shows in Comfort

Questions for Inquiry and Discovery

1. How do these pictures show the injustice that existed in the South?

2. Which Civil Rights Act eliminated these scenes?

3. Could these pictures have been taken in the North?

4. Why were Federal laws necessary to eliminate these scenes?

b. Show the film, Cicero March, which is an unnarrated account of the Civil Rights March in Cicero, Illinois (distributed by The Film Group, Inc., Chicago). After the students have seen the film, they should prepare a narrative to accompany the film.

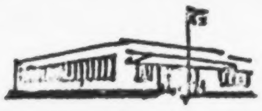
c. A panel should be chosen to discuss how Civil Rights Marches like the Cicero March

1. made the country more aware of the deprivation of Civil Rights;
2. altered the previous pattern of segregation in the North and the South.

THE RULES AGAINST SEGREGATION—

AS ORDERED BY COURTS AND CONGRESS

SCHOOLS



1954—Supseme Court held racial segregation in public schools to be unconstitutional, but set no deadline for desegregation.

1955—Supreme Court ordered lower courts to require desegregation of schools "with all deliberate speed."

1958—In Little Rock, Ark., case, Supreme Court held its rulings "can neither be nullified openly and directly" by State officials "nor nullified indirectly by them through evasive schemes for segregation."

1963—Student-transfer plans applied on a racial basis were invalidated by the Supreme Court.

1964—Ordering Prince Edward County, Va., to reopen its public schools—closed in 1959—Supreme Court held one district cannot close its public schools to escape integration while other schools in the State remain open.

1964—Congress passed a Civil Rights Act providing for a ban on federal aid to school districts practicing racial discrimination. This speeded desegregation in South.

1965—Supreme Court abandoned its 1955 rule of "all deliberate speed" and declared "delays in desegregating school systems are no longer tolerable."

1968—"Freedom of choice" plans widely used in the South—letting pupils choose their schools—were held by Supreme Court to be inadequate unless they actually desegregate schools.

De Facto Segregation

Supreme Court has never ruled directly whether an all-Negro or nearly all-Negro school is illegal if its racial make-up results solely from its location in a Negro neighborhood. This is the so-called de facto segregation that exists widely in the North.

Federal courts have held, however, that even in Northern States which had no segregation by law, racial separation in schools is illegal if it results from official actions or policies that are racially discriminatory.

Congress has forbidden withholding of federal aid to force the busing of pupils or the closing of schools to overcome racial imbalance in school enrollments.

PUBLIC ACCOMMODATIONS

1964—Civil Rights Act barred discrimination on racial grounds in privately owned public accommodations such as restaurants, hotels, motels, theaters and sports arenas; authorized suits by Attorney General to break up a pattern or practice of such discrimination.

VOTING

1957—Civil Rights Act empowered Federal Government through the Attorney General to seek court injunctions against deprivation of voting rights.

1960—Congress authorized federal judges to appoint referees to help Negroes register and vote, provided criminal penalties for bombing, bomb threats or mob action aimed at obstructing court orders.

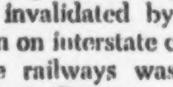
1960—Supreme Court upheld both 1957 and 1960 voting laws, also threw out an Alabama act gerrymandering the Negro vote in Tuskegee.

1964—Civil Rights Act barred unequal application of requirements for registration of voters, required literacy tests be in writing.

1965—Voting Rights Act suspended literacy tests in States where less than half the voting-age population was registered, authorized Attorney General to send federal examiners to supervise voter registration, barred new State regulations unless approved by federal court.

1966—Ruled poll tax unconstitutional as qualification for voting.

TRANSPORTATION



1946—State law requiring racial separation of passengers on interstate motor carriers was invalidated by Supreme Court as an unconstitutional burden on interstate commerce.

1950—Segregation on interstate railways was held by Supreme Court to violate the Interstate Commerce Act.

1956—In Montgomery, Ala., case, Supreme Court ruled racial segregation on local buses violates the Fourteenth Amendment.

1960—Segregation in bus stations used by interstate passengers was ruled by Supreme Court to violate Interstate Commerce Act.

1962—Any form of segregation required by a State in interstate or intrastate transportation facilities was held illegal by Supreme Court.

HOUSING

1948—Supreme Court ruled that courts cannot be used to enforce restrictive covenants by which homeowners agree not to sell to Negroes.

1953—No damages can be recovered from one who violates such a restrictive covenant, Supreme Court held.

1967—Supreme Court invalidated a California constitutional amendment declaring a property owner has a right to sell to whomever he pleases.

1968—Open Housing Act of Congress prohibited racial discrimination in sale or rental of about 80 per cent of all the nation's housing.

1968—Supreme Court interpreted an 1866 federal law as banning racial discrimination in sale or rental of any property.

MARRIAGE

1967—Supreme Court ruled States cannot ban interracial marriages.

PUBLIC FACILITIES

A series of federal-court rulings barred racial discrimination in such tax-supported public facilities as hospitals, libraries, parks, pools, beaches and golf courses.

1964—Civil Rights Act authorized the filing of suits by the Justice Department in order to enforce desegregation of public facilities.

EMPLOYMENT

1941—President Roosevelt, by executive order, barred racial discrimination by employers holding defense contracts. This ban has been expanded by succeeding Presidents until it now applies to all companies that hold federal contracts.

1964—Civil Rights Act outlawed racial discrimination by employers of 25 or more workers, by employment agencies or by labor unions. The 1964 legislation also established an Equal Employment Opportunity Commission to investigate charges of discrimination.

U. S. NEWS & WORLD REPORT, *May 19, 1969*

D. Mimeograph the following rules against segregation and distribute them to the class. Then organize the class into separate panels to discuss each of the separate areas in which rules against segregation have been promulgated. Each panel should organize its discussions around three questions.

1. What existed before the law was passed?

2. How did the law or decree limit segregation?

3. Did the law really change the practice?

Questions for Inquiry and Discovery

1. How have Congress and the Courts ruled against segregation in education, public accommodations, voting, transportation, housing, public facilities and employment?

2. Of all the areas in which segregation has been abolished, which has had the greatest impact on the average Afro-American in the South?

3. Which outlawed practices are still difficult to change?

4. Why can the Afro-American feel that there has been a significant improvement in the freedom in the United States as a result of the Civil Rights movement?

Questions for Small Group Discussion

1. Why did segregation in the South fall faster than de facto segregation in the North?

2. What barriers to complete equality still remain?

E. Using an advisory commission report to understand the Afro-American protest movement.

Reading from U. S. Riot Commission Report

The 'typical' riot did not take place. The disorders of 1967 were unusual, irregular, complex and unpredictable social processes. Like most human events, they did not unfold in an orderly sequence. However, an analysis of our survey information leads to some conclusions about the riot process.

In general:
The civil disorders of 1967 involved Negroes acting against local symbols of white American society, authority and property in Negro neighborhoods - rather than against white persons.

Of 164 disorders reported during the first nine months of 1967, eight (5 percent) were major in terms of violence and damage; 33 (20 percent) were serious but not major; 123 (75 percent) were minor and undoubtedly would not have received national attention as "riots" had the nation not been sensitized by the more serious outbreaks.

In the 75 disorders studied by a Senate subcommittee, 83 deaths were reported. Eighty-two percent of the deaths and more than half the injuries occurred in Newark and Detroit. About 10 percent of the dead and 38 percent of the injured were public employees, primarily law officers and firemen. The overwhelming majority of the persons killed or injured in all the disorders were Negro civilians.

Initial damage estimates were greatly exaggerated. In Detroit, newspaper damage estimates at first ranged from $200 million to $500 million; the highest recent estimate is $45 million. In Newark, early estimates ranged from $15 to $25 million. A month later damage was estimated at $10.2 million, over 80 percent in inventory losses.

In the 24 disorders in 23 cities which we surveyed:
The final incident before the outbreak of disorder, and the initial violence itself, generally took place in the evening or at night at a place in which it was normal for many people to be on the streets.

Violence usually occurred almost immediately following the occurrence of the final precipitating incident, and then escalated rapidly. With but few exceptions, violence subsided during the day, and flared rapidly again at night. The night-day cycles continued through the early period of the major disorders.

Disorder generally began with rock and bottle throwing and window breaking. Once store windows were broken, looting usually followed.

Disorder did not erupt as a result of a single "triggering" or "precipitating" incident. Instead, it was generated out of an increasingly disturbed social atmosphere, in which typically a series of tension-heightening incidents over a period of weeks or months became linked in the minds of many in the Negro community with a reservoir of underlying grievances. At some point in the mounting tension, a further incident - in itself often routine or trivial - became the breaking point and the tension spilled over into violence.

"Prior" incidents, which increased tensions and ultimately led to violence, were police actions in almost half the cases; police actions were "final" incidents before the outbreak of violence in 12 of the 24 surveyed disorders.

No particular control tactic was successful in every situation. The varied effectiveness of control techniques emphasizes the need for advance training, planning, adequate intelligence systems, and knowledge of the ghetto community.

Negotiations between Negroes - including your militants as well as older Negro leaders - and white officials concerning "terms of peace" occurred during virtually all the disorders surveyed. In many cases, these negotiations involved discussion of underlying grievances as well as the handling of the disorder by control authorities.

The typical rioter was a teenager or youth adult, a lifelong resident of the city in which he rioted, a high school dropout; he was, nevertheless, somewhat better educated than his non-rioting Negro neighbor, and was usually underemployed or employed in a menial job. He was proud of his race, extremely hostile to both whites and middle-class Negroes and, although informed about politics, highly distrustful of the political system.

A Detroit survey revealed that approximately 11 percent of the total residents of two riot areas admitted participation in the rioting, 20 to 25 percent identified themselves as "bystanders", over 16 percent identified themselves as "counter-rioters" who urged rioters to "cool it", and the remaining 48 50 53 percent said they were at home or elsewhere and did not participate. In a survey of Negro males between the ages of 15 and 35 residing in the disturbance area in Newark, about 45 percent identified themselves as rioters, and about 55 percent as "non-involved."

Most rioters were young Negro males. Nearly 53 percent of arrestees were between 15 and 24 years of age; nearly 81 percent between 15 and 35.

In Detroit and Newark about 74 percent of the rioters were brought up in the North. In contrast, of the non-involved, 36 percent in Detroit and 52 percent in Newark were brought up in the North.

What the rioters appeared to be seeking was fuller participation in the social order and the material benefits enjoyed by the majority of American citizens. Rather than rejecting the American system, they were anxious to obtain a place for themselves in it.

Numerous Negro counter-rioters walked the streets urging rioters to "cool it." The typical counter-rioter was better educated and had higher income than either the rioter or the non-involved.

The proportion of Negroes in local government was substantially smaller than the Negro proportion of the population. Only three of the 20 cities studied had more than one Negro legislator; none had ever had a Negro mayor or city manager. In only four cities did Negroes hold other important policy-making positions or serve as heads of municipal departments.

Although almost all cities had some sort of formal grievance mechanism for handling citizen complaints, this typically was regarded by Negroes as ineffective and was generally ignored.

Although specific grievances varied from city to city, at least 12 deeply held grievances can be identified and ranked into three levels of relative intensity:

First Level of Intensity:

1. Police practices
2. Unemployment and underemployment
3. Inadequate housing

Second Level of Intensity:

4. Inadequate education
5. Poor recreation facilities and programs
6. Ineffectiveness of the political structure and grievance mechanisms

Third Level of Intensity:

7. Disrespectful white attitudes
8. Discriminatory administration of justice
9. Inadequacy of federal program
10. Inadequacy of municipal services
11. Discriminatory consumer and credit practices
12. Inadequate welfare programs

The results of a three-city survey of various federal programs - manpower, education, housing, welfare and community action - indicate that, despite substantial expenditures, the number of persons assisted constituted only a fraction of those in need.

The background of disorder is often as complex and difficult to analyze as the disorder itself. But we find that certain general conclusions can be drawn:

Social and economic conditions in the riot cities constituted a clear pattern of severe disadvantage for Negroes compared with whites, whether the Negroes lived in the area where the riot took place or outside it. Negroes had completed fewer years of education and fewer had attended high schools. Negroes were twice as likely to be unemployed and three times as likely to be in unskilled and service jobs. Negroes averaged 70 percent of the income earned by whites and were more than twice as likely to be living in poverty. Although housing cost Negroes relatively more, they had worse housing - three times as likely to be overcrowded and substandard. When compared to white suburbs, the relative disadvantage is even more pronounced.

A study of the aftermath of disorder leads to disturbing conclusions. We find that, despite the institution of some post-riot programs:

Little basic change in the conditions underlying the outbreak of disorder has taken place. Actions to ameliorate Negro grievances have been limited and sporadic; with but few exceptions, they have not significantly reduced tensions.

In several cities, the principal official response has been to train and equip the police with more sophisticated weapons.

In several cities, increasing polarization is evident, with continuing breakdown of inter-racial communication, and growth of white segregationist or black separatist groups.

The President directed the Commission to investigate "to what extent, if any, there has been planning or organization in any of the riots."

To carry out this part of the President's charge, the Commission established a special investigative staff supplementing the field teams that made the general examination of the riots in 23 cities. The unit examined data collected by federal agencies and congressional committees, including thousands of documents supplied by the Federal Bureau of Investigation, gathered and evaluated information from local and state law enforcement agencies and officials, and conducted its own field investigation in selected cities.

On the basis of all the information collected, the Commission concludes that:

The urban disorders of the summer of 1967 were not caused by, nor were they the consequence of, any organized plan or "conspiracy."

Specifically, the Commission has found no evidence that all or any of the disorders or the incidents that led to them were planned or directed by any organization or group, international, national or local.

Militant organizations, local and national, and individual agitators, who repeatedly forecast and called for violence, were active in the spring and summer of 1967. We believe that they sought to encourage violence, and that they helped to create an atmosphere that contributed to the outbreak of disorder.

We recognize that the continuation of disorders and the polarization of the races would provide fertile ground for organized exploitation in the future.

Investigations of organized activity are continuing at all levels of government, including committees of Congress. These investigations relate not only to the disorders of 1967 but also to the actions of groups and individuals, particularly in schools and colleges, during this last fall and winter. The Commission has cooperated in these investigations. They should continue.

Part II - Why Did It Happen?

Chapter 4 - The Basic Causes

In addressing the question "Why did it happen?" we shift our focus from the local to the national scene, from the particular events of the summer of 1967 to the factors within the society at large that created a mood of violence among many urban Negroes.

These factors are complex and interacting; they vary significantly in their effect from city to city and from year to year; and the consequences of one disorder, generating new grievances and new demands, become the causes of the next. Thus was created the "thicket of tension, conflicting evidence and extreme opinions" cited by the President.

Despite these complexities, certain fundamental matters are clear. Of these, the most fundamental is the facial attitude and behavior of white Americans toward black Americans.

Race prejudice has shaped our history decisively; it now threatens to affect our future.

White racism is essentially responsible for the explosive mixture which has been accumulating in our cities since the end of World War II. Among the ingredients of this mixture are:

> Pervasive discrimination and segregation in employment, education and housing, which have resulted in the continuing exclusion of great numbers of Negroes from the benefits of economic progress.

Black in-migration and white exodus, which have produced the massive and growing concentrations of impoverished Negroes in our major cities, creating a growing crisis of deteriorating facilities and services and unmet human needs.

The black ghettos where segregation and poverty converge on the young to destroy opportunity and enforce failure. Crime, drug addiction, dependency on welfare, and bitterness and resentment against society in general and white society in particular are the results.

At the same time, most whites and some Negroes outside the ghetto have prospered to a degree unparalleled in the history of civilization. Through television and other media, this affluence has been flaunted before the eyes of the Negro poor and the jobless ghetto youth.

Yet these facts alone cannot be said to have caused the disorders. Recently, other powerful ingredients have begun to catalyze the mixture:

> Frustrated hopes are the residue of the unfulfilled expectations aroused by the great judicial and legislative victories of the Civil Rights Movement and the dramatic struggle for equal rights in the South.

A climate that tends toward approval and encouragement of violence as a form of protest that has been created by white terrorism directed against nonviolent protest; by the open defiance of law and federal authority by state and local officials resisting desecration; and by some protest groups engaging in civil disobedience who turn their backs on nonviolence, go beyond the constitutionally protected rights of petition and free assembly, and resort to violence to attempt to compel alteration of laws and policies with which they disagree.

The frustrations of powerlessness have led some Negroes to the conviction that there is no effective alternative to violence as a means of achieving redress of grievances, and of "moving the system." These frustrations are reflected in alienation and hostility toward the institutions of law and government and the white society which controls them, and in the reach toward racial consciousness and solidarity reflected in the slogan "Black Power."

A new mood has sprung up among Negroes, particularly among the young, in which self-esteem and enhanced racial pride are replacing apathy and submission to "the system."

The police are not merely a "spark" factor. To some Negroes police have come to symbolize white power, white racism and white repression. And the fact is that many police do reflect and express these white attitudes. The atmosphere of hostility and cynicism is reinforced by a widespread belief among Negroes in the existence of police brutality and in a "double standard" of justice and protection - one for Negroes and one for Whites.

To this point, we have attempted to identify the prime components of the "explosive mixture." In the chapters that follow we seek to analyze them in the perspective of history. Their meaning, however, is clear.

In the summer of 1967, we have seen in our cities a chain reaction of racial violence. If we are heedless, none of us shall escape the consequences.

Questions for Inquiry and Discovery

1. How does the riot commission explain, "why did it happen?"
2. Who was the "typical" rioter?
3. How are the riots a result of "race prejudice?"
4. What does the commission mean by the phrase "white racism?"
5. Does the riot commission feel that "there has been planning or organization in any of the riots?"

Questions for Small Group Discussion

1. Why did the rioting affect every area of the country?
2. Did the rioters achieve their purpose?
3. Without rioting, would the problems discussed in the commission report have been brought to the attention of all Americans? Explain.
4. After the riots, did everything return to normal?
5. Will there be more rioting in the very near future?

Questions for Individual Study

1. How did the daily newspapers treat the riots?
2. What concrete changes did the riots bring about in Watts or Newark?
3. Why were there no riots in New York City where many of the conditions which the riot commission mentioned were present?
4. How do inadequate education and insufficient housing increase the possibility of riots?

Follow up Activities:

** a. Ask the students to go to the library's micro-film room and summarize how the newspapers in a particular city described the riots which took place in that city. Then, have the students compare the newspaper description of the causes of the riots with those mentioned in the Riot Commission's Report.

* b. Have the students debate one of the following topics:

Resolved: that the disorders which occurred throughout the United States in 1968 were results of white racism.

* Recommended for Students Achieving Below Grade Level.
** Recommended for Students Achieving Above Grade Level.

Resolved: that the disorders which occurred throughout the United States in 1968 were results of a permissiveness on the part of the local and state governments.

Resolved: that the riots brought about important changes in many American cities.

Resolved: that the riots which occurred throughout the United States in 1967-1968 were a direct result of the intolerable conditions that exist in our urban ghettoes.

c. Ask the students to assume that they are part of a panel that was called together by the Mayor to present proposals for preventing a riot in the City of New York. What specific recommendations would they offer in the following three fields:

1. Education
2. Housing
3. Employment

Then, have the class discuss how changes in these areas would lessen the possibility of rioting.

** d. Read the following quotation to the class and discuss the questions which come after the quotation.

> "They (riots) began in the comforts of suburban and urban homes, unconsciously formulated by well-meaning men who see nothing in the adverse conditions they promote, and from which benefit, that can lead to rioting."

1. Does the Riot Commission's Report support this statement? Explain.

2. What evidence could you offer to support or not support this statement?

F. Using newspaper article, magazine article and books to understand the Afro-American protest movement.

Magazine Article

Black power can be clearly defined for those who do not attach the fears of white America to their questions about it. We should begin with the basic fact that black Americans have two problems. They are poor and they are black. All other problems arise from this two-sided reality: lack of education, the so-called apathy of black men. Any program to end racism must address itself to that double reality ...

But the concept of "black power" is not a recent or isolated phenomenon: it has grown out of the ferment of agitation and activity by different people and organizations in many black communities over the years ... If a black man is elected tax assessor, he can collect and channel funds for the building of better roads and schools serving black people - thus advancing the move from political power into the economic area. In such areas as Lowndes, where black men have a majority, black power means proper representation and sharing of control. It means the creation of power bases from which black people can work to change statewide or nationwide patterns of oppression through pressure from strength - instead of weakness. Politically, black power means what it has always meant to S.N.C.C.: The coming-together of black people to elect representatives and to force those representatives to their needs. It does not mean merely putting black faces into offices.

** Recommended for Students Achieving Above Grade Level

A man or woman who is black and from the slums cannot be automatically expected to speak for the needs of black people. Most of the black politicians we see around the country today are not what S.N.C.C. means by black power. The power must be that of a community, and emanate from there ...

From Black Power by Stokely Carmichael
(Reprinted by permission from The New York Review of Books, Vol. VII, No. 4, September 22, 1968, pp. 5, 6, and 8)

Questions for Inquiry and Discovery

1. For Stokely Carmichael, what is black power?
2. According to Carmichael, why is black power not a "recent or isolated movement?"
3. Why does Carmichael feel that the election of black people is not necessarily the achievement of black power?
4. How did S.N.C.C. attempt through voter registration to increase black power?
5. Where has black power really been achieved? Why?

Questions for Small Group Discussion

1. How can black power be most effectively achieved?
2. Will achievement of black power make the United States a more equalitarian, non-racist society?
3. Can black power be achieved in a society when whites are in a majority?
4. Does black power need economic means to be effective?

Newspaper Article

In New York City a television series has been launched under the false banner that it is a history of Negro Americans. If the first telecast, purporting to be a preview of the series, is any guide, "Black Heritage" should be defined as a plea for black separation.

This viewpoint ought to have exposure. It should be submitted to debate and there should be opportunity for rebuttal. No small group, out of a total population of 22 million, should be permitted to employ minority talk backed by subtle pressures of a kind present in all racial crises to secure distribution of a partisan viewpoint masquerading as history.

The co-sponsors, Columbia and the CBS, have denied that the series is biased. Yet the very first telecast contained (a) persistent questioning and downgrading of the accomplishments of black Americans; (b) no outline of the steady and spreading, if sufficient, advances that have been made in all fields; and (c) a clear and repeated pushing of the separatist position. The Negro Americans who are stars in the world of sports as well as those in the theatre, films, concert, opera and orchestras are but "still entertaining for American society," according to Dr. Vincent Harding, the first narrator. Duke Ellington, a great composer, then, hasn't done a thing since 1924. Nor has William Grant Still or the artist-producer, Harry Belafonte.

Negroes are "feeling somewhat strange about that (entertainment) role," opines Dr. Harding, "and are wondering what our future is." The program sees no hope in elected Negro officials. Mayor Stokes of Cleveland and May Hatcher of Gary - "what does that mean, we wonder?" Turning to Thurgood Marshall, first Negro Justice on the U. S. Supreme Court, the narrator says, "but still black people have mixed feelings about these roles."

On housing, he declares black Americans live "behind the big house" and in northern suburbs "are increasingly uncomfortable in these places." Looking at the entire west coast, he comes up with the Watts section of Los Angeles, the Black Panthers and San Francisco State College. On tokenism: "Tokens seem to be hostages to the U. S. establishment." He declares flatly for use of the streets as well as the classrooms in public education and refers to the period "since 1965 and the deal of Malcolm X."

Dr. Harding asserts, "some of us have already declared their independence and a new nation has come into being, the Republic of New Africa." In the struggle, black Americans are "tempted toward American answers," but hear "the prophets like Franz Fanon" telling them to shun European ways.

(From article in New York Post by Roy Wilkins)

Questions for Inquiry and Discovery

1. Why was Roy Wilkins against the television programs on Negro Americans?
2. What achievements does Wilkins mention to support his argument?
3. Why would Wilkins not accept the idea that "a new nation has come into being, the Republic of New Africa?"

Questions for Small Group Discussion

1. Is black nationalism a movement which includes only a minority of the Afro-Americans?
2. Do many Afro-Americans feel they are a colonial people?
3. Is black nationalism a realistic goal in a white society?
4. Is integration a meaningful solution to the position of the Afro-Americans in American society?

Book Excerpt

A rich man told me recently that a liberal is a man who tells other people what to do with their money. I told him that was right from the side of the telescope he looked through, but that as far as I was concerned a liberal was a man who told other people what to do with their poverty.

I mention this peculiarly American phenomenon, i.e., American Liberalism, because it is just this group of amateur social theorists, American Liberals, who have done most throughout American history to insure the success of tokenism. Whoever has proposed whatever particular social evasions or dilusions - to whatever ignominious end - it is usually the liberal who gives that lie the greatest lip service. They, liberals, are people with extremely heavy consciences and almost non-existent courage. Too little is always enough, and it is always the symbol that appeals to them most. The single futile housing project in the jungle of slums and disease eases the liberal's conscience, so they are loudest in praising it - even though it might not solve any problems at all. The black student in the Southern university, the promoted porter in Marietta, Georgia - all ease the liberal's conscience like a benevolent but highly addictive drug ...

> Is it an excess for a man to ask to be free? To disclose even vehemently, that no man has the right to dictate the life of another? Is it so radical and untoward (of) the nations to claim the right of self-determination? Freedom now! has become the cry of a great many American Negroes and colonial nations. Not freedom "when you get ready to give it," as some spurious privilege or shabby act of charity; but now! The liberal says, "you are a radical." So be it.
>
> (From Home by Le Roi Jones)

Questions for Inquiry and Discovery

1. What does Le Roi Jones say about liberals?
2. Whom would Le Roi Jones consider a liberal?
3. Why, according to Jones, would the liberal consider being a radical?

Questions for Small Group Discussion

1. Have liberals helped to increase the opportunities for Afro-Americans?
2. Without the liberals would there have been a Civil Rights movement?
3. Is it the radicals who really created the Civil Rights movement?

Follow up Activities:

* a. For reinforcement of previous learnings, have the class play Who Am I. Below are ten important Afro-Americans who are and have been important in contemporary affairs. The class should tell why they are important. (1970)

1. Edward Brooke
2. Julian Bond
3. Kenneth Clark
4. Elijah Muhammad
5. Adam Clayton Powell, Jr.
6. Robert C. Weaver
7. Whitney Young
8. A. Philip Randolph
9. Thurgood Marshall
10. James Farmer

* b. For reinforcement of previous learnings, have the class play the game, Words Help Us Understand. Put the following ten words on the blackboard and then ask the class to tell what these words or terms mean and how they help us understand the Civil Rights movement.

1. boycott
2. protest movement
3. racism
4. separation
5. Afro-American culture
6. liberal
7. open housing
8. discrimination
9. community control
10. black nationalism

Teacher should feel free to add to either list in a and b to keep it current.

*** Recommended for Students Achieving Below Grade Level.**

PART V

How has the Jew adjusted to American society?

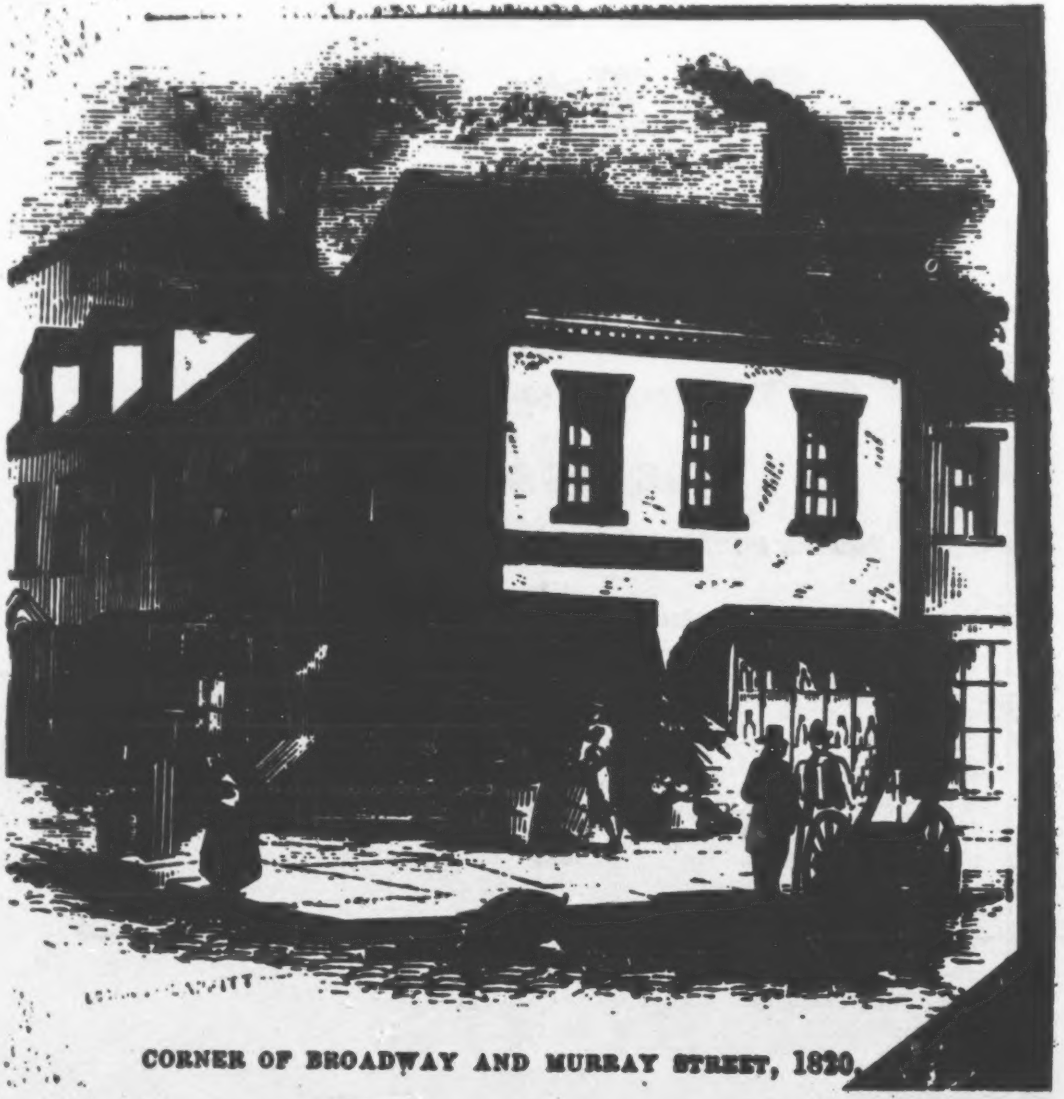
Emphases:

The Jewish immigration to the United States began in colonial times.

The Jewish immigration to the United States occurred for economic, social and political reasons.

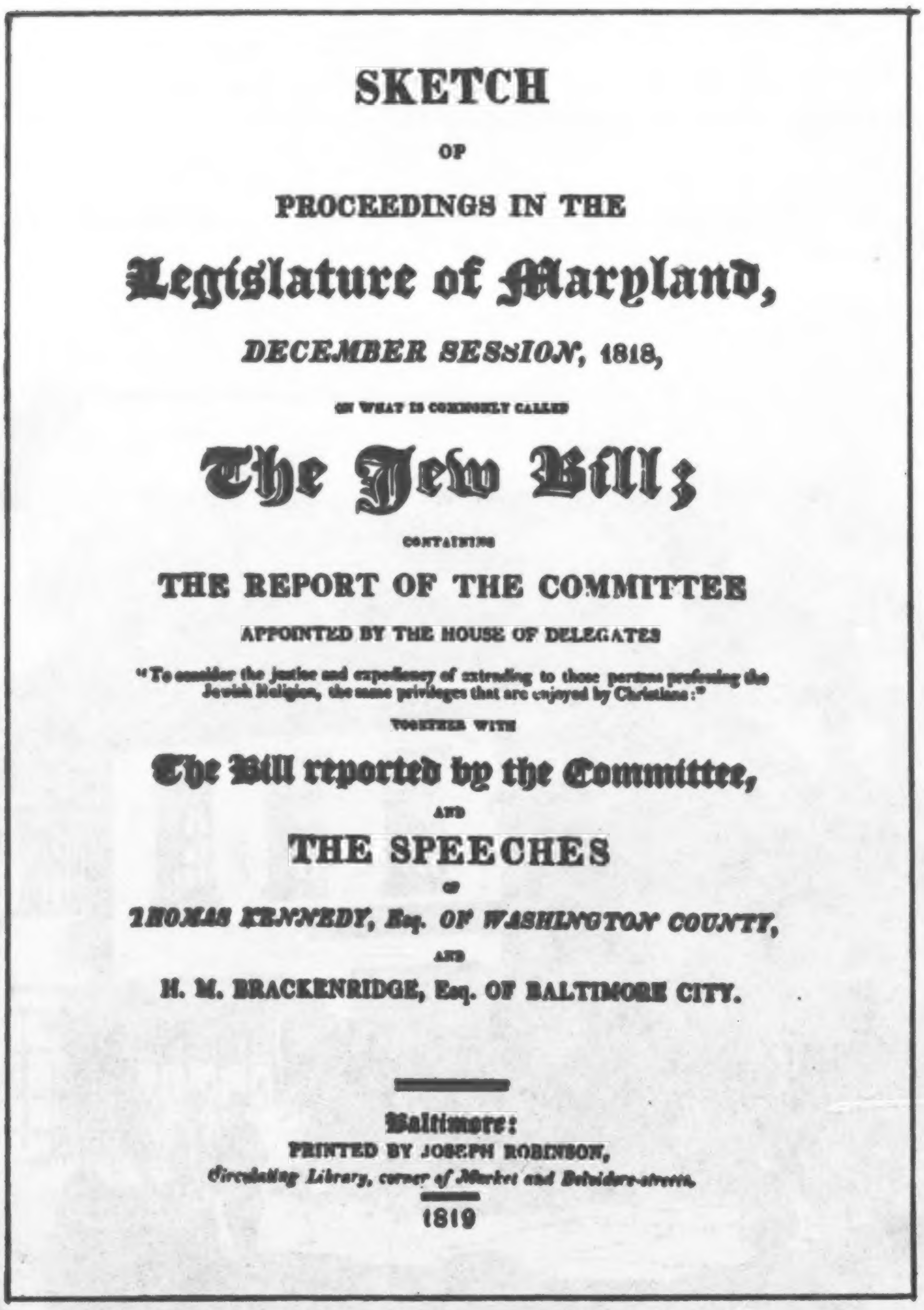
The Jewish adjustment to American society has tended to alter traditional cultural practices and beliefs.

A. Using illustrations to indicate the diversity of Jewish life in early America.



CORNER OF BROADWAY AND MURRAY STREET, 1820.

Drug Store of U. H. Levy



SKETCH
OF
PROCEEDINGS IN THE
Legislature of Maryland,
DECEMBER SESSION, 1818,
ON WHAT IS COMMONLY CALLED
The Jew Bill;
CONTAINING
THE REPORT OF THE COMMITTEE
APPOINTED BY THE HOUSE OF DELEGATES
"To consider the justice and expediency of extending to those persons professing the Jewish Religion, the same privileges that are enjoyed by Christians:"
TOGETHER WITH
The Bill reported by the Committee,
AND
THE SPEECHES
OF
THOMAS KENNEDY, Esq. *OF WASHINGTON COUNTY*,
AND
H. M. BRACKENRIDGE, Esq. OF BALTIMORE CITY.

Baltimore:
PRINTED BY JOSEPH ROBINSON,
Circulating Library, corner of Market and Belvidere-streets.
1819

The Jew Bills of Maryland

Questions for Inquiry and Discovery

1. How do these illustrations indicate that the Jews in early America played an active role in American society?

2. Why did the Legislature of Maryland have to pass a bill in 1818 to extend "to those professing the Jewish religion the same privileges that are enjoyed by Christians"?

3. Why did the early Jews come to colonial America?

4. How do these illustrations indicate that Jews in early America established their own societies to preserve their culture?

Questions for Individual Study

1. When did the first Jewish immigrants come to the United States?

2. What kinds of hardships did the early Jews face in colonial America?

**3. What do The Letters of the Franks Family (from The Lee Max Friedman Collection of American Jewish Colonial Correspondence, 1733-1748, published by American Jewish Historical Society, 1968) tell us about Jewish life during colonial times?

4. Where did the early Jewish immigrants settle?

5. How did the early Jewish immigrants differ from the Jewish immigrants who came after 1890?

B. Using poems and an historical account help to understand the reasons for Jewish immigration to the United States during most of the 19th and 20th centuries?

Poem

They lived in narrow streets and lanes obscure,
   Ghetto and Judenstress, in mirk and mire
Taught in the school of patience to endure
   The life of anguished and the death of a fire.

All their lives long, with unleavened bread
   And bitter herbs of exile and its fears,
The wasting famine of the heart they fed,
   And slaked its thirst with marsh of their tears,
Anathema maranatha! was the cry
   That rang from town to town from street to street
At every gate the accursed Mordecai
   Was mocked and jeered, and spurned by Christian feet
Pride and humiliation hand in hand,
   Walked with them through the world where'er they went.
Trampled and beaten were they as the sand,
   And yet unshaken as the continent.

(From the Jewish Cemetery at Newport
by Henry Wadsworth Longfellow)

**Recommended for Students Achieving Above Grade Level

Questions for Inquiry and Discovery

1. How would the conditions described in this poem increase the desire for Jews to emigrate from the European ghettos?

2 Why were Jews forced to live under such conditions?

3. How did emigration change the conditions under which Jews lived?

Questions for Individual Study

*1. From which European countries did most Jews come?

*2. When did the largest number of Jews come to the United States?

**3. What were the distinctive features of Jewish life in an Eastern European ghetto?

4. How did the rise of anti-semitism in Europe, and, especially Russia, affect Jewish immigration?

The Jewish Emigrant

by Dr. Rothenheim

...Far, far toward the West
There is a great country
Far across the sea it holds out
To us its brotherly hand.
Thither shall we cross over,
there shall be the home
where we can find rest
from suffery, ignominy and agony.

(From Source Material on Jewish Immigration, ed. by Rudolf Green in Yivo Annual Social Studies, ed. by K. Pinson, published by Yivo, 1961)

Questions for Inquiry and Discovery

1. According to this poem, why did Jews emigrate to the United States?

2. Why was the United States a home "from suffery, ignominy and agony?"

3. Which groups in the United States objected to Jewish immigration?

4. Why does this poem express the most important reason for American immigration?

**5. How does the novel, Gentlemen's Agreement, by Laura Hobson contradict the main idea of this poem?

*Recommended for Students Achieving Below Grade Level
**Recommended for Students Achieving Above Grade Level

Historical Account

Most Jews knew, by experience or by eyewitness account of pogroms. They had direct evidence of the strange fashion in which their neighbors might suddenly become pillagers and murderers. They knew equally well the reverse transition when, the pogrom over, these same killers once again became neighbors, customers, salesmen, and relations settled back into the old routine as if nothing had happened. Nothing had happened - except that one's friend, one's uncle, one's sister, one's father, was now dead.

Occasionally the home of a rich man would have secret passages, leading to other key buildings, for use during pogroms. The passageways might fall into disuse, becoming choked with sand and dust, but they were part of the imagery of the children who played around them, just as the half-effaced memory was part of every Jew's mental equipment. Such houses would have an attic, too, designed to be a refuge as well as a storage space. In time of terror, the almost instinctive reaction was to take to the attic or the cellar. Even though the pseudo safety offered by these retreats spelled isolation and the cutting off of escape.

There wasn't much anti-semitism in our shtetle. At least, it didn't affect us. We used to hear all sorts of stories, but we were good friends with all our Gentile neighbors....I was never attacked or hurt by the Gentile boys.

There were many long periods which were free. But there were also periods, for some in which a child would become used to the shrieks from outside, the banging of doors being broken in, the wails for non-existent help. I sat in a chair reading while the grownups listened and trembled.

(Zborowski and Herzog, Life Is With People, New York: Schocken Books, 1958)

Questions for Inquiry and Discovery

1. How did a pogrom or the fear of one affect the shtetle?
2. Why were passageways built in many Jewish homes?
3. "I sat in a chair reading while the grownups listened and trembled." How does this sentence illustrate one of the major problems facing Jewish communities in Eastern Europe?

Follow-Up Activities

a. Mimeograph the following excerpt and answer the questions.

> How wonderfully, how very beneficially conditions have changed since 1837! In those days when a Europe-weary Jewish journeyman used to tie up his valise and say: "I am emigrating to America," it meant that he, too, was a black sheep that was good for nothing at home and who was no loss. If a stout-hearted youth tired of dealing in second-hand goods and mail-paced commerce, came to his parents and said: "I feel within me the power for something more substantial; let me go across the sea," the parents wept and resisted, as if their son were going to the other world, from which they could hope for neither reunion or return. If an educated Jew, because of discriminatory laws had no prospect of either a good position or a good future, expressed his determination to go to live in the land of freedom, the father used to bewail the money he had spent in vain on his education, and the aristocracy could not comprehend at all how an educated man could so lower himself...

> How conditions have changed! These unnoticed artisans, these youthful adventurers have since then become the supporters of their kinfolk in the old fatherland, the founders of unhoped-for happiness of their people, have become men of consequence and influence in the commercial old and new world.
>
> (From Source Material on Jewish Immigration by Rodolf Glanz in Yivo Annual of Jewish Social Studies ed. by K. Pinson, published by Yivo, 1961)

Questions for Inquiry and Discussion

1. Why did Jewish parents feel that they lost a son if he emigrated to the United States?

2. How did these lost sons become "the supporters of their kinfolk?"

3. How did available opportunities in the New World bring about a change in the economic position of the son who emigrated?

b. Mimeograph the following excerpt and answer the questions.

> Whoever here believes that money grows wild on the other side of the ocean...for him there is no America and no freedom, for he is the slave of God. He will do well to remain here.
>
> But he who will not and cannot at all comprehend why a people should be branded as helots on account of their former nationality, he should leave a country that scourges him on account of his opinions. In America he can be himself.
>
> (From Source Material on Jewish Immigration, ed. by Rudolf Green in Yivo Annual of Jewish Social Studies, ed. by K. Pinson, published by Yivo, 1961)

Questions for Inquiry and Discovery

1. "In America he can be himself." How does this expression sum up an important reason for immigration?

2. How does this passage express a reason for immigration which might also be true for other minority groups?

3. Was it true that the Jewish immigrant could "be himself" in America?"

c. Have the students organize themselves into five panels. Each panel should choose one of the topics below, research it and then discuss their topic with the entire class.

1. **Why did many Jews leave Russia around the turn of the 20th century?**
2. **How did Jewish fraternal organizations help Jewish immigrants in the United States?**
3. **How did the huge wave of Jewish immigration to the United States affect the Jewish communities that remained in Eastern Europe?**
4. **Which groups in the United States were hostile to Jewish immigration?**
5. **Why did the Jews tend to settle in large urban areas?**

*d. Play the game, Words Help Us Understand. Place the following words on the blackboard and ask the students how these words help us understand the reasons behind Jewish immigration.

1. ghetto
2. pogrom
3. anti-Semitism
4. shtetle

*e. Play the final scene of Act II of Fiddler on the Roof. Before listening:

1. Ask several people to listen to the whole recording and summarize for the entire class the plot of the musical.
2. Have several students read Life is With People and prepare an oral report on Jewish cultural life in Eastern Europe.

While listening:

1. Ask the students to answer the following questions:
   a. Why are the people leaving the town?
   b. Where are they going?
   c. Who is staying behind?
   d. Why did much of Jewish cultural life in Eastern Europe disappear?

C. Using excerpts from a novel and sociological study to understand how the Eastern European Jews adjusted to 20th century American society.

Sociological Study

"Ach, everything is falling to pieces," Reb Samuel would sigh. Things were happening such as were never heard of in Jewry. America was conquering even the chassidim. The last fort of God in this country was falling before the enemy. Reb Samuel was patient with America. He submitted to it as once he had submitted to the pogrom. He saw Jews working on the Sabbath, Jews eating pork, and practicing other abominations. He learned to shrug his shoulders and be silent.

But a member of his own sect went so far as to shave his orthodox beard, because in America beards are laughed at. This was going too far. At this point dreamy Reb Samuel made a stand. He demanded that the criminal be expelled from the chassidic congregation.

The man, a shrewd dry goods merchant, ran boldly at this meeting and advanced the following argument. "Brother chassidim," he said, "I have not broken the Mosaic law by taking off my beard, and I can prove it. What says the law on this point, brothers? It says plainly: Thou shalt not trim nor cut the corners of they beard? With a scissors or razor. Our holy law-giver, Moses had them in mind when he uttered his commandment.

"But brothers, do I use a scissors or razor on my beard? No, I use a white powder. In America the wise men have invented a powder that eats away the beard without cutting or shaving. It is this powder that I use. A famous Rabbi in the Bronx uses it. Many pious Jews and chassidim are using it. It is not forbidden, brothers. I am as good a chassid as Reb Samuel! May God smite my children if I use razor or scissors."

(Sklare, Marshall, editor. The Jews, Social Pattern of an American Group. Boston: Free Press, 1958)

*Recommended for Students Achieving Below Grade Level

Questions for Inquiry and Discovery

1. Why was Reb Samuel upset?

2. How did traditional Jewish customs change in America?

3. How does the story of the beard indicate that it was difficult to maintain the traditional culture in the United States?

4. How does the novel, The Chosen, echo problems similar to those in this passage?

Novel

Sometimes we were chased, stoned and bitten and beat up for Christ killers...but I never had any special pain from it or brooded, being by and large toolarky and boisterous to take it to heart, and looked at it as needed no more special explanations than the stone-and-bat wars of the street gangs.

(From Augie March by Saul Bellow)

Questions for Inquiry and Discovery

1. How does this passage indicate that Augie has "found his place" in American society?

2. How is Augie March's outlook different from the first generation of Jewish immigrants?

3. Would you agree that Augie March's attitude is "typically American?" Explain.

4. Why do the problems faced by Augie March differ from those of Reb Samuel?

Sociological Study

Very few matters will be decided on the basis of the rabbi's decision. There are some problems of an intermarital situation where the rabbi's opinion holds a great deal of weight. However, in general, the rabbi has little influence. If the rabbi would speak out at immorality in business, none of his parishioners would listen to him. It's very difficult to be effective. Jewish life is not integrated and there are no real sanctions that can be brought against an individual. No one is accountable to the rabbi or, for that matter, to the Jewish community at large. It's certainly different than the little shtetl in Poland. I'm not advocating return to those days, mind you. However, the little shtetl had much to commend itself. Here there was an integrated community with sanctions and discipline. There was a wholeness which found all his actions judged with corresponding reaction by the entire community. That's so much different from today....

(Sklare, Marshall, editor. The Jews, Social Pattern of an American Group. Boston: Free Press, 1958)

Questions for Inquiry and Discovery

1. In what way does this passage indicate that the role of the rabbi among American Jews has changed dramatically from the old world pattern?

2. Why have the duties of the rabbi changed?

3. Why does a change in the position of the rabbi indicate that Jewish society has changed?

4. Does a change in the position of the rabbi indicate a change in people's attitude toward religion? Explain.

Questions for Small Group Discussion

1. What should the role of a religious leader be?

2. Generally, why has there been a decline in the importance of traditional religious practices as minority groups have been assimilated into American life?

3. How does religion change as people move into suburbia?

4. Salo Baron in A Social and Religious History of the Jews stated that: "...only that religion can last 'forever' which, while retaining its eternal elements is able to adapt itself to the changing needs and outlook of man..."

   How do these passages indicate that the Rabbinate has adapted itself to 20th century American society?

Follow-Up Activities

**a. Divide the class into five panels which are to research and discuss the Jewish contributions to the development of America:

   1. labor union movement
   2. liberalism
   3. industrial development
   4. science
   5. education

*b. Have the students play the game, What Did I Do? Put the following names on the blackboard and ask the student to identify each:

   1. Albert Einstein
   2. Arthur Goldberg
   3. Lewis Strauss
   4. Felix Frankfurter
   5. Morris R. Cohen
   6. Bernard Baruch
   7. Emma Lazarus
   8. Jonas Salk
   9. Jacob Javits
   10. Saul Bellows

*c. Show the film, The American Jew, A Tribute to Freedom (source: Anti-Defamation League) and discuss with the class:

   What contribution did Jews make to the American heritage?

*Recommended for Students Achieving Below Grade Level
**Recommended for Students Achieving Above Grade Level

SOCIOLOGICAL STUDY

I came to this community from New York. There I was raised in a real ghetto. All my friends and associates were Jews. I went to heder, to shul, etc., like everybody else. This was our way of life. Although I wanted to get out of the city and away from the ghetto, I never wanted to forget I was a Jew. This is my fate and I try to live up to it in every way.

Most people like us are city-folk living in rural areas. While our homes are here, our roots are somewhere else. ...We bring the past with us when we go into upstate communities like this. Part of this past is our religion. We see ourselves as Jews and so does the community...

We're not what one might call observant Jews. Yet there are certain traditions we like to keep. We have a mezuzah in the doorway and a menorah on the mantel. We celebrate some of the holidays like the High Holy Days and Passover. We light the...candles and things like that...yet we eat pork, work on Saturday... why sometimes I even go to midnight mass with my friends.

(Rose, Peter I. The Ghetto and Beyond: Essays on Jewish Life In America. New York: Random House, 1968. pp 339-40.)

Questions for Inquiry and Discovery

1. How do these three autobiographical statements indicate that traditional cultural values are changing?
2. Why is it difficult for any group to maintain its identity after it moves from the ghetto?
3. Why is it more difficult to maintain traditional values in a suburban area?
4. What other ethnic groups would have similar problems as they moved from the ghetto to the suburbs?

Questions for Small Group Discussion

1. Can traditional practices exist as different ethnic groups become more assimilated into American life? Explain.
2. How can groups maintain their traditional cultural practices as they leave the cities or move to other parts of the city?

PART IV

HOW HAS THE PUERTO RICAN ADJUSTED TO AMERICAN SOCIETY?

Emphases:

Most Puerto Ricans came to the mainland for economic reasons.

Puerto Rican adjustment to American society has been hindered by prejudice and by the difficulty of bridging the gap between two separate cultures.

A. Using statistics to help understand the Puerto Rican migration to the mainland.

PUERTO RICAN MIGRATION TO THE UNITED STATES

Calendar Years 1955 to 1967

YEARS	ARRIVALS	DEPARTURES	NET MIGRATION
1955	218,432	260,782	42,350
1956	264,797	313,630	48,833
1957	311,630	348,261	36,631
1958	338,467	364,449	25,982
1959	439,310	467,414	28,104
1960	491,210	510,311	19,101
1961	536,530	536,350	- 180 *
1962	580,409	591,807	11,398
1963	653,698	656,905	3,206
1964	757,401	761,601	4,200
1965	905,095	932,121	27,026
1966	1,000,353	1,039,406	39,053
1967	1,197,150	1,239,394	42,244

(*) The minus sign is used to indicate a net outflow from the continental United States to Puerto Rico.

SOURCE: San Juan Office, Immigration and Naturalization Service, United States Department of Justice, and Puerto Rico Planning Board.

Questions for Inquiry and Discovery

1. What do these statistics tell about Puerto Rican migration to the mainland?

2. Why has there been an increase in Puerto Rican arrival to the mainland?

3. Why has there been an increase in Puerto Rican departures from the mainland?

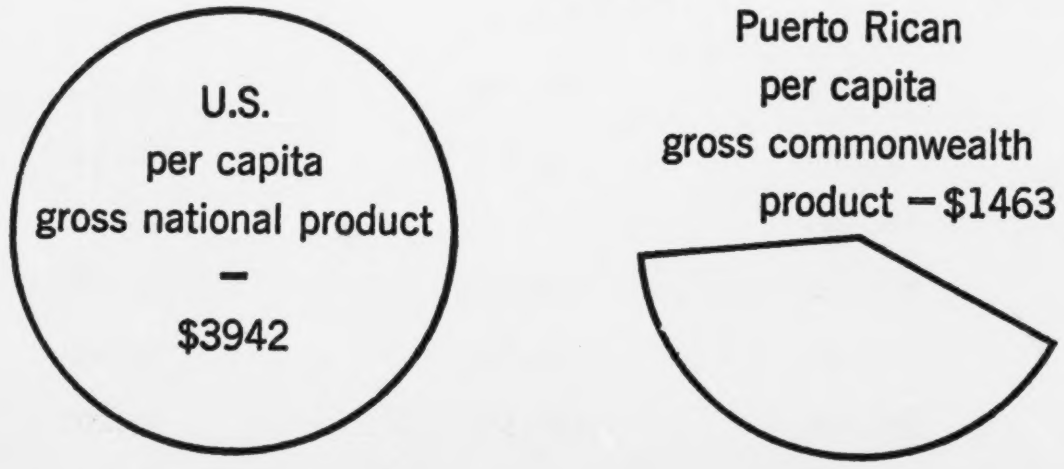
4. How has the net migration fluctuated during the years 1955-1967?

5. How did changes in economic opportunities on the Island affect Puerto Rican migration to the mainland?

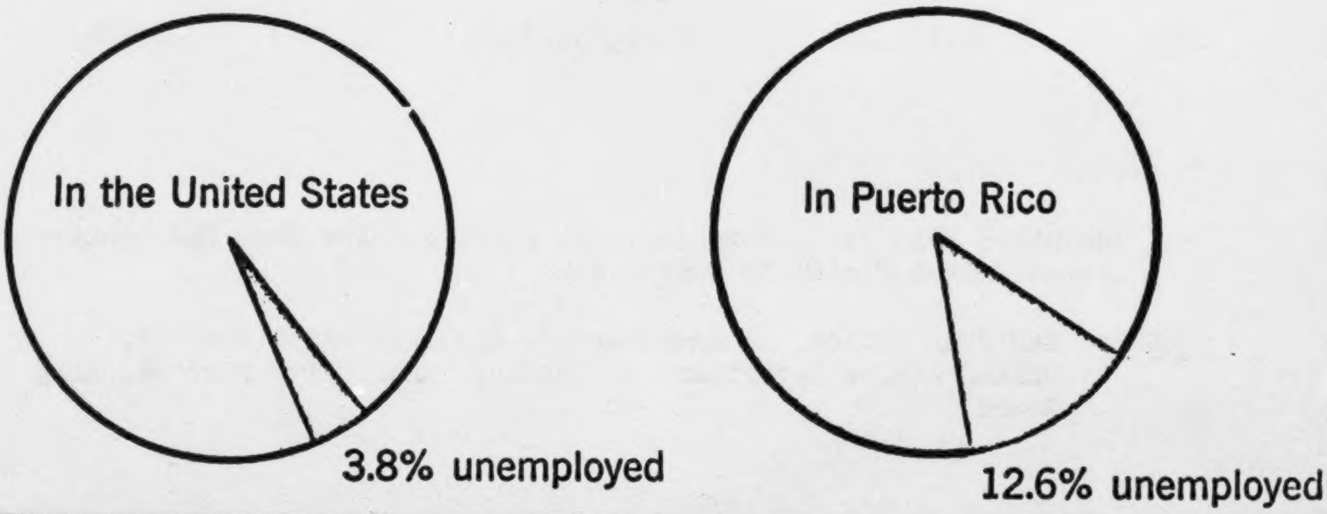
6. If Puerto Rico became the 51st state, how would this affect the net migration of Puerto Ricans to the mainland?

PUERTO RICO & THE U.S.A.*
SOME COMPARATIVE FIGURES

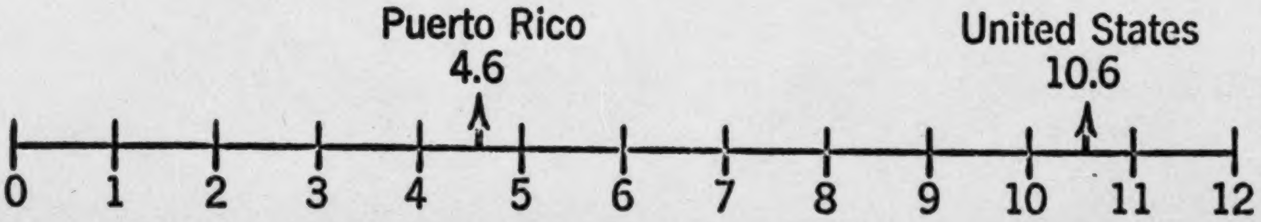
G.N.P.
1967



UNEMPLOYMENT
1967



MEDIAN SCHOOL YEARS COMPLETED°



*U.S. figures include 50 states only

°1960, latest available figures

Questions for Inquiry and Discovery

1. How does the per capita income in Puerto Rico differ from the United States?

2. How does unemployment in Puerto Rico differ from unemployment in the United States?

3. What reasons suggested in these graphs might explain why many Puerto Ricans migrated to the United States?

4. According to these graphs what increased opportunities might a Puerto Rican expect if he migrated to the mainland?

Questions for Individual Study

1. Why has there been a decrease in Puerto Rican migration to the mainland in recent years?

2. How has "operation boot-strap" helped increase Puerto Rican's economic self-sufficiency?

3. How do most Puerto Ricans earn a living in Puerto Rico?

4. What types of employment do Puerto Ricans tend to get on the mainland?

Questions for Small Group Discussion

1. Should Puerto Rico be the fifty-first state?

2. Without the mainland, would Puerto Rico have developed as fast economically?

B. Use of excerpts from descriptive accounts of Puerto Rico and a musical play to help understand Puerto Rican migration.

> This exodus differs from other migrations in its youthfulness. Seventy-three percent of the migrants are in the 15 to 44 year range. These are young people able to work, child-bearing people whose children may help supplement New York's labor supply. Of them 25% came from cities, San Juan, Ponce and Mayaguez, 75% from rural areas.
>
> ...The main reasons they go are for employment opportunities, better living conditions, school for their children. But the biggest group go in search of work which they do not have here. The ones who go have ambition. They have revolted against the slums or against the part-time jobs in sugar cane during the Zofia, the harvest, and the hunger during the tiempo muerto, the dead time.

(From Island of Promises by Ruth Gruber)

Questions for Inquiry and Discovery

1. How did the Puerto Ricans who migrated to the mainland differ from those who did not?

2. According to Ruth Gruber, why did Puerto Ricans migrate to the mainland?

3. Why was the migration to the United States a form of revolt against conditions in Puerto Rico?

There are many explanations for the present exodus and one of the most important is undoubtedly to be found in the significant psychological changes that resulted from the 1940 turnabout. Previously, the great masses of Puerto Ricans had been all but hopeless in their miseries; now almost for the first time in history, they began to realize that they themselves, by their own efforts, could do something to ease their lives. Many pitched in at home to do what was possible; many others, with new faith in themselves, migrated to where pay checks were higher than in Puerto Rico, the opportunities still greater. That their hardships also became greater was and is self-evident; even those who complain about the New York Puerto Ricans cannot claim that their life is a bed of roses. They are beset by thousands of enemies, from the cockroaches and rats that too often infest their miserable quarters to the more vicious two-legged swindlers who prey on them. But they see more immediate opportunities ahead for their children, and so they face their numberless tribulations. In many ways the Puerto Ricans who move to New York are more courageous as pioneers than those who stay at home.

(From Puerto Rico Land of Wonders
by Earl Parker Hanson)

Questions for Inquiry and Discovery

1. Why did 1940 initiate a revolution in Puerto Rican migration?

2. What kind of enemies did the Puerto Rican have to overcome in New York?

3. How do Hanson and Gruber differ as to the reasons for Puerto Rican migration?

Follow up Activities

a. Invite a member of the Puerto Rican community who had been born in Puerto Rico to your class. Ask your guest to discuss with the class:

    1. Where he lived in Puerto Rico?
    2. How did he earn a living in Puerto Rico?
    3. Why did he migrate to the mainland?
    4. What problems did he find after he arrived in New York City?

*b. Have the class assume that they are Puerto Ricans who have just arrived at Kennedy International Airport. What problems would most of them face immediately in the following areas:

    1. Language
    2. Housing
    3. Employment
    4. Education

*c. Have the class draw a map of Puerto Rico and locate on the map:

    1. Important cities
    2. Major agricultural areas
    3. Major industries

*Recommended for Students Achieving Below Grade Level

PLAY

ANITA (mimicking)

At home, at home. If it's so nice "at home," why don't you go back there?

ROSALIE

I would like to -- (A look from Anita) -- just for a successful visit.
(She sings nostalgically:)

Puerto Rico....
You lovely island....
Island of tropical breezes.
    Always the pineapples growing,
    Always the coffee blossoms blowing....

ANITA (sings sarcastically)

Puerto Rico....
You ugly island....

    Always the hurricanes blowing,
    Always the population growing....
    And the money owing,
    And the babies crying,
    And the bullets flying.
I like the island Manhattan--
Smoke on your pipe and put that in!
(All, except Rosalie:)

I like to be in America!
OK by me in America!
Everything free in America
For a small fee in America!

ROSALIE

I like the city of San Juan ---

ANITA

I know a boat you can get on

ROSALIE

Hundreds of flowers in full bloom ---

ANITA

Hundreds of people in each room!
(All, except Rosalie:)

Automobile in America,
Chromium steel in America,
Wire-spoke wheel in America ---
Very big deal in America!

ROSALIE

I'll drive a Buick through San Juan ---

ANITA

If there's a road you can drive on.

ROSALIE

I'll give my cousins a free ride ---

ANITA

How you get all of them inside:

(All, except Rosalie:)

Immigrant goes to America,
Many hellos in America;
Nobody knows in America
Puerto Rico's in America.

(The girls whistle and dance.)

ROSALIE

When will I go back to San Juan ---

ANITA

When you will shut up and get gone!

ROSALIE

I'll give them new washing machine ---

ANITA

What have they got there to keep clean?

(All, except Rosalie:)

I like the shores of America!
Comfort is yours in America!
Knobs on the doors in America,
Wall-to-wall floors in America!

(They whistle and dance.)

ROSALIE

I'll bring a TV to San Juan ---

ANITA

If there's a current to turn on.

(With permission from West Side Story by
Laurents, Bernstein and Sondheim)

Questions for Inquiry and Discovery

1. How does the selection from West Side Story support the statement "the main reasons they go are for employment opportunities, better living conditions, schools for their children?"

2. Although the Puerto Rican is beset by difficulties in New York, why does he feel there are still more opportunities here than in Puerto Rico?

3. Why does the dialogue between Rosalie and Anita indicate there is a difference of opinion about the Puerto Rican migration to the mainland?

4. Are the living conditions in Puerto Rico still the same as illustrated in the dialogue between Rosalie and Anita?

Questions for Individual Study

1. Why has there been a decrease in Puerto Rican migration to the mainland during the 60's?

2. Has the economic development of Puerto Rico changed the pattern of Puerto Rican migration?

3. Why are most of the Puerto Ricans who migrate young and ambitious?

4. From what part of Puerto Rico do most of the migrants come?

Follow Up Activity:

* a. Have the students sing the dialogue between Rosalie and Anita, or, listen to the record West Side Story and tell why they would agree with either Anita's or Rosalie's point of view.

C. Using pictures to understand Puerto Rican culture on the mainland

(Examine and study pictures on the following pages and proceed with the following:)

Questions for Inquiry and Discovery

1. How do these pictures illustrate that the Puerto Rican has maintained much of his cultural heritage in New York?

2. Why would a Puerto Rican who just arrived in New York find the physical surrounding very different from what he had known?

3. How do these pictures illustrate the cultural pluralism of "El Barrio"?

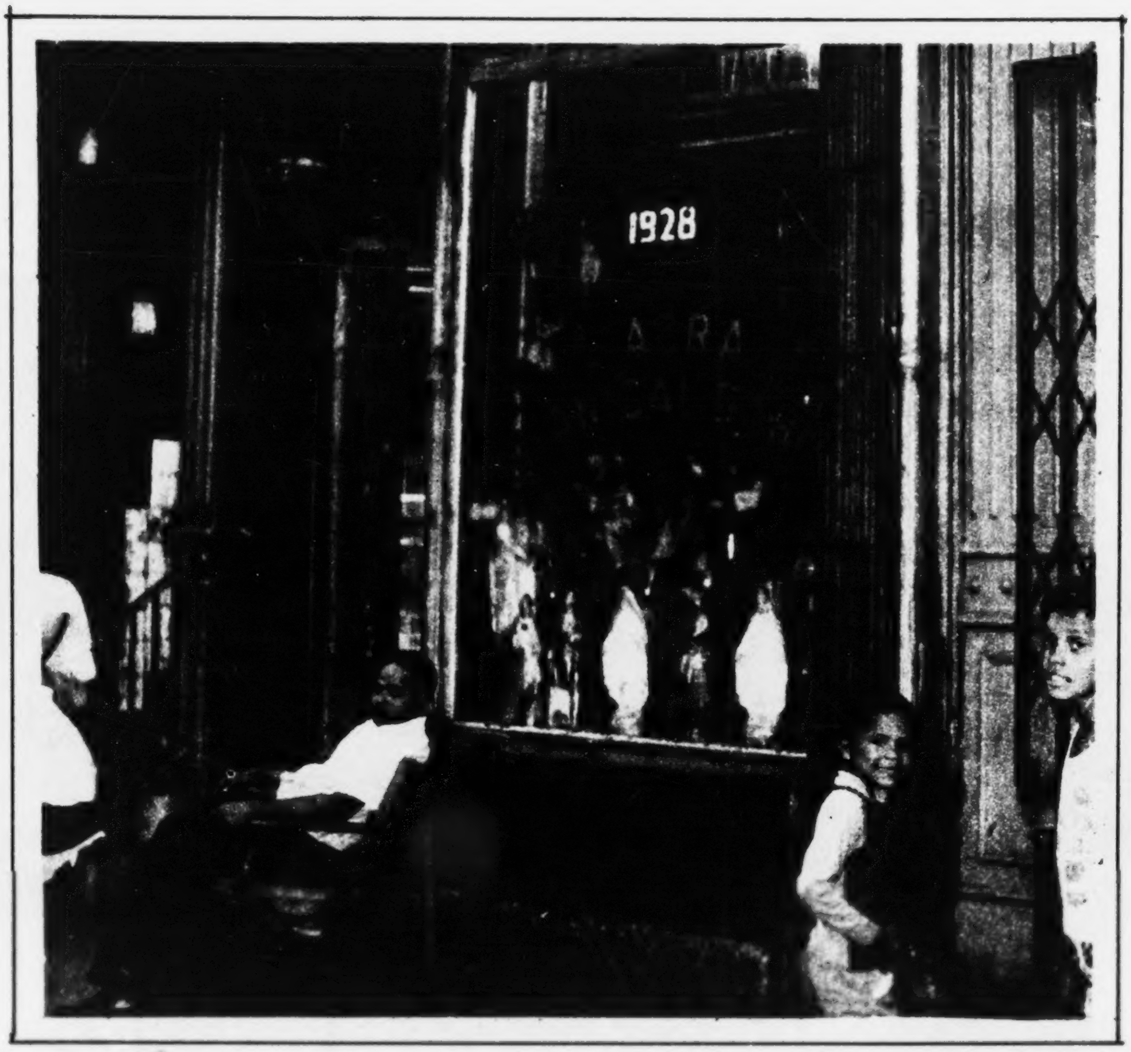
* Recommended for Students Achieving Below Grade Level

HAGA FELIZ
AL SER AMADO
REGALANDO
UN RELOJ
BULOVA
POULTRY

LA VICTORIA FLORIST
LOS HERMANOS RESTAURAN
CUCHIFRITOS
FLORIST
FLORIST
1873
BARCELONA

Patronice LA
MARQUETA
DONDE SU DINERO COMPRA MAS
Calidad Servicio Economia

NEW YO
LOTTERY
SOLD
25


1928

D. Using poems and biographical sketches to understand the Puerto Rican adjustment to the mainland

A good way to find out if a Puerto Rican has been in New York over forty years is by asking him if he knew Smith. Smith had a coat and suit store somewhere on Second Avenue near 106th Street. The store looked like a tunnel with racks of suits and coats dangling from the walls. This tunnel of suits and coats had a little space in the back with a desk from which Smith waded out to greet you as you came in.

Old man Smith was quite a guy among the Puerto Ricans of those days. He was your clothier on the long, long installment plan.... As soon as anybody came from Puerto Rico -- especially during the winter -- you would take him to Smith. He would take care of outfitting him with a winter suit and a heavy coat to repel the winter cold. Then the newcomer was set to go out and look for a job. All you had to do was to put two dollars on top of Smith's desk and you walked out with an overcoat. Your credit would be good if you came with two dollars every week for a certain number of weeks. If you kept it up steadily and did not miss any weekly payments, I know you could even "touch" Smith sometimes for a five until Saturday when you received that urgent letter from Puerto Rico asking for a little extra money that week for some emergency.

My brother and I had reached the "touching" stage with old benign Smith.

We had to have an apartment. Our family was coming from Puerto Rico and we did not even have the money to pay the first month's rent or to buy a bed or a couch, to say nothing of tables and chairs. So we went to Smith. Instead of asking for a five "until Saturday", we asked to see the new suits that were just coming in. The jackets of the suits had belts with very wide shiny buckles. The suits looked very sporty and fashionable and they cost quite a bit of money.

The suits fitted in perfectly with our plans. The more they cost, the better. Smith gave us two identical suits with the usual small down payment.

From the store we went directly to a pawn shop a few blocks away. We pawned the two suits that we just bought. With the money we got from the pawn shop, we paid the first month's rent on an apartment on 143rd Street between Lenox and Seventh. In those days the few Puerto Ricans around lived in the heart of the Negro neighborhood together with the Negro people in the buildings; many times as roomers in their homes. Rents were not so high thirty-five years ago.

That very afternoon we got the keys to the apartment--a "railroad" flat. My brother and I felt great.

Night came. We went to the home where we were rooming. Took our two suitcases, said goodbye and thanks and went to our long empty apartment. My brother went into the parlor, laid himself on the floor and with his suitcase as his pillow went to sleep as if he were in the Waldorf Astoria. I did likewise, lying down beside him with my own suitcase as my pillow. After a few minutes we were both sound asleep. Many a night we had to sleep like that.

The family came; mother, father, sisters, brothers, cousins, and just friends who, because of living with us so many years, had become part of the family. An old Puerto Rican custom. Many times we asked mother about someone who had been living with us for years. "In what way is Jose related to us?" And my mother, after a lot of genealogical hemming and hawing in which the more she explained, the more she got involved and confused, would end with a desperate whimsical gesture: "He is just part of the family." And there it ended.

We moved to Brooklyn. Every year either my brother or myself went over to the pawn shop in New York and renewed the tickets for the suits, paying the interest and letting it ride.

One year we were in the chips and instead of renewing the pawn shop tickets we actually took out the two suits. I way saying to myself: "Now I have a new suit with which I can go out to dance the Charleston this coming Saturday night."

But we had not counted on one thing -- time. When my brother and I unpacked the "new" suits that we had hardly seen, the color was something between one shade and another, but nothing definite. The lack of air in the closeness of the pawn shop vaults had played havoc with the materials and the texture. After we took off the multiple tickets sewed to the pants and jackets, we started for first time to thoroughly examine the cut and style of the two suits and compare them with what the young sports were wearing those days. The buckles and belts on the jackets looked like something out of a pageant of the medieval ages. When we finally put the suits on and looked at ourselves in the mirror we certainly felt as if we were seeing ourselves in one of this distorted freak mirrors in which you laugh at your own figure when you go to Coney Island.

We had certainly changed in a few years. We were fatter and even taller. The pants were too short. The coat sleeves reached just below the elbows. In short, we looked too ridiculous for words. We laughed very loudly at ourselves until tears came out of our eyes.

We should cry all right. That cheap first apartment we rented in New York came to be one for which we actually paid the highest first month's rent in our lives.

(Adapted from A Puerto Rican in New York
by Juan Colon)

Questions for Inquiry and Discovery

1. Why did Puerto Ricans go to Smith's store?

2. Did the Puerto Ricans who migrated to the mainland find it difficult to make a living? Why?

3. In which way did many of the Puerto Rican cultural traditions continue on the mainland?

Folk Song

Forty seven fifty for the aeroplane
Forty seven fifty for the aeroplane
Forty seven fifty for the aeroplane
If I had the money I go home again.

I was born in Puerto Rico
In the mountains near the sky
When I think how sweet my country
I so sad I almost cry.

Here they push me in the subway
Why they angry all the time?
When I go for employment
Make me go in back of line.

You are laughing at my English
I don't blame you man it's true
When you come to my island
You got funny accent too.

In my country there is sunshine
Everybody singing songs
If your skin has some colour
They ain't gonna treat you wrong
If your skin has some colour
They ain't gonna treat you wrong.

Questions for Inquiry and Discussion

1. What kind of problems face Puerto Ricans on the mainland?

2. Why does the Puerto Rican's skin colour become important on the mainland?

3. Why does the Puerto Rican feel left out on the mainland?

4. Why might the migrant feel that he should have stayed at home?

Follow up Activity

** a. Have the class read the following selection and answer the questions.

> Although we speak of Puerto Ricans as a single group, the reality is that Puerto Ricans in the United States constitute at least three different groups. These can be roughly defined as the first generation, the bridge generation, and the second generation.
>
> The first generation is composed of Puerto Ricans born, raised and educated in Puerto Rico. Although they have made adjustments to their new environment, their value system, thought patterns and emotional reactions are still primarily rooted in Puerto Rico, much more so than are the other two groups.
>
> The bridge generation are those Puerto Ricans who were born in Puerto Rico, spent part of their lives and received some of their education in the Commonwealth, but migrated at an early age to complete their education in the States. They also have lived in cities for a significant part of their lives, and have acquired and assimilated more of the values, life patterns and emotional reactions of the United States than have members of the first generation.
>
> Because of age and demographic factors of which I have spoken, the second generation Puerto Rican is not yet as an important segment of the Puerto Rican community in the States as he will be by the year 2000.
>
> (From Puerto Rican Migration, The Impact on Future Relations, by Joseph Monserrat, pp. 8-9)

1. How are the three generations of Puerto Ricans different?

2. How do the problems faced by the three generations in the United States differ?

3. What problems would the second generation of Puerto Ricans face on the mainland?

** Recommended for Students Achieving Above Grade Level

THEME II : Who Are We? The Pluralistic Society

Selected Bibliography - For Students

N = Non-Fiction F = Fiction B = Biography

Class	Author	Title	Publisher	Date
F	Adolf, Arnold (editor)	I Am The Darker Brother	McMillan	1968
N	Blaustein, Albert (editor)	Civil Rights and the American Negro	Washington Square Press	1968
N	Brau, Maria M.	Island in the Crossroads	Doubleday and Co. (Zenith Books)	1968
F	Chapman, Abraham (editor)	Black Voices	New American Library	1968
N	Cohen, Irving	The Negro in American History	N.Y.C. Bd. of Ed.	1966
N	Dobler, L. & Toppin, E. A.	Pioneers & Patriots: The Lives of Six Negroes of the Revolutionary Era	Doubleday and Co. (Zenith Books)	1965
N	Ducas, George (editor)	Black Dialogues: Topics in Afro-American History	Encyclopedia Britannica Ed. Co.	1970
N	Gay, Ruth	The Jews in America	Basic Books	1965
N	Goldston, Robert	The Negro Revolution	McMillan	1968
N	Gossett, Thomas	Race: The History of an Idea	Schocken	1968
N	Grant, Joanne	Black Protest: History, Documents and Analysis from 1619 to Present	Fawcett (World Books)	1968
N	Handlin, Oscar	American Jews: Their Story	Anti-Defamation League	1968
N	Hapgood, Hutchins	The Spirit of the Ghetto	Schocken	1968
N	Hartstein, Jacob	The Jews in American History	Anti-Defamation League	1967
N	Katz, Loren	Eyewitness: The Negro in American History	Pitman	1967
N	Lester, Julius	To Be A Slave	Dial Press	1968
N	Logan, Rayford and Cohen, Irving	American Negro: Old World Backgrounds and New World Experiences	Houghton Mifflin	1967
N	Pantell, Dora Greenidge, Edwin	If Not Now, When?	Dell Publishing Co., Inc.	1969
B	Peck, Ira	The Life and Worlds of Martin Luther King Jr.	Schocken	1968
F	Potok, Chaim	The Chosen	Fawcett	1968

THEME II : Who Are We? The Pluralistic Society

Selected Bibliography - For Students

N = Non-Fiction F = Fiction B = Biography

Class	Author	Title	Publisher	Date
N	Rose, Peter I.	The Ghetto and Beyond	Random House	1969
N	Seaberg, Stanley	The Negro in American History Vol. I & II	Schocken	1968
N	Sterling, Philip & Brau, M. M.	The Quiet Rebels: Four Puerto Rican Leaders	Doubleday and Co. (Zenith Books)	1968
N	Sterling, Dorothy & Quarles, Benjamin	Lift Every Voice: The Lives of B.T. Washington, W.E.DuBois, M.C.Terrell and James W. Johnson	Doubleday and Co. (Zenith Books)	1965
N	Sterling, Philip & Logan, Rayford	Four Took Freedom: The Lives of Harriet Tubman, Robert Smalls and Blanche K. Bruce	Doubleday and Co. (Zenith Books)	1967
N	Traverso, Edmind	Immigration: A Study in American Values	D. C. Heath	1964
N	U. S. Riot Commission	Report of the National Advisory Commission on Civil Disorders	Bantam Books	1968
N	Wade, Richard C.	The Negro In American Life	Houghton Mifflin	1968

Selected Bibliography - For Teachers

N = Non-Fiction F = Fiction B = Biography

Class	Author	Title	Publisher	Date
N	Bennett, Lerone	Before the Mayflower: A History of the Negro in America 1619-1962	Penguin Books Inc.	1967
N	Breitman, George	The Last Year of Malcolm X	Schocken	1968
N	Drummer, Melvin	Black History: A Reappraisal	Doubleday and Co.	1968
N	DuBois, W. E.	Dusk of Dawn: An Essay Toward an Autobiography of a Race Concept	Schocken	1968
N	Frazer, E. Franklin	The Negro Church in America	Schocken	1968
N	Handlin, Oscar	Boston's Immigrants	Atheneum	1968
N	Higham, John	Strangers in the Land	Rutgers Univ. Press	1955
N	Josephy Jr., Alvin M.	The Indian Heritage of America	A. A. Knopf	1968
N	Kung, S. W.	Chinese in American Life	Univ. of Washington Press	1962
N	Meier,August and Rudwich, Elliott	Making of Black America	Atheneum	1968
N	Meltzer, Milton	In Their Own Words: A History of the American Negro. 3 vols.	Thomas Crowell & Co.	1964
N	Miller, Kelly	Radicals and Conservatives and Other Essays on the Negro in America	Schocken	1968
N	Powdermaker, Hortense	After Freedom: A Cultural Study in the Deep South	Atheneum	1967
N	Rand,Christopher	The Puerto Ricans	Oxford Press	1965
N	Sklare,Marshall	The Jews: Social Pattern of an American Group	Free Press	1958
N	Stampp,Kenneth	The Peculiar Institution	A. A. Knopf	1956
N	Stember,Charles H.	Jews In The Mind of America	Basic Books	1966
N	Vasques, Jose A.	The Island of Puerto Rico: A Summary of Events	Board of Education N. Y. C.	1968
N	Woodward, C. V.	The Strange Career of Jim Crow	Oxford Press	1958
N	Washburn,Wilcomb, (ed.)	The Indian and the White Man	Doubleday and Co.	1964
N	Zborowsk and Herzog	Life Is With People	Schocken Press	1958

Audio-Visual Materials

Audio-Visual Kits:

History of Black America	Universal Education and Visual Arts, N. Y.
Men of Action	Media Plus Inc., N. Y., N. Y.
Negro History	S.V.E., Chicago, Ill.
What About Slavery	Houghton Mifflin Co.,Boston,Mass.
A Nation of Immigrants	Guidance Association Pleasantville, New York

Films:

Bavi Loan Collection

The Other Face of Dixie
No Man Is An Island
Social Revolution
No Hiding Place
Newest New Negro
Streets of Greenwood
Fourteenth Generation Americans
The Chosen People
An American Girl
All the Way Home

	Anti-Semitism in America	Anti-Defamation League, N. Y.
	Cast the First Stone	Anti-Defamation League, N. Y.
	Cicero March	The Film Group, Inc. Chicago, Ill.
	Civil Rights Movement: The North	Films Incorporated 1144 Wilmette Ave. Wilmette, Ill. 60091
	Civil Rights Movement: The Personal View	"
	"I Have a Dream": The Life of Martin Luther King, Jr.	Baily Films 6509 DeLongpre Ave. Hollywood, Calif. 90028
	Immigration In American History	Learning Resource Service Southern Illinois Univ. Carbondale, Illinois 62901
308	Immigration in Our History	Anti-Defamation League, N. Y.
	Indians of California	Arthur Barr Productions 1029 North Allen Avenue Pasedena, Calif.
	N B C White Paper on Sit-Ins	
439.55	Our Immigrant Heritage	
	Puerto Rico and the Puerto Ricans	Motivation Films, N. Y., N. Y.
	Report from Alabama	Anti-Defamation League, N. Y.
	Walk to Freedom	American Friends Service Committee

Filmloops:

(8 MM)	Arrival of Immigrants at Ellis Island.	Photographic Applications Co. 160 Herricks Road Mineola, L. I., N. Y.

Filmstrips:

436.30	Anti-Slavery Crusades	
	Black Odyssey: A History of the American Negro. Part I - 16th Century to the Civil War. Part II - The Civil War to the Present.	Anti-Defamation League 315 Lexington Avenue N. Y., N. Y.
	Negro Americans	National Conference of Christians and Jews, N. Y., N. Y.
	Negroes in America	New York Times Filmstrips
	Negro in U. S. History	Scholastic N. Y.
	Separate and Unequal (6 filmstrips)	Encyclopedia Brittanica Chicago, Illinois
	Slavery (Critical Thinking (Aids)	Modern Learning Aids New York, N.Y.

Records:

	Call of Freedom	Folkways Records	(7752)
	Glory of Negro History	Folkways Records	(7752)
	Music of the Sioux and Navajo	Folkways Records	(4401)
	Negro Woman Nueva York	Folkways Records	(5523)
	Songs of the American Negro Slaves	Folkways Records	(5252)
	Kiowa	Folkways Records	(4393)
	We Shall Overcome	Folkways Records	(5591)
7651	The Dream Keeper (Langston Hughes on poetry)		
8186	Songs and Dances of Puerto Rico		
8721.60	We Shall Overcome (The March on Washington)		
8752.50	The Autobiography of Frederik Douglas		

Transparencies:

	Afro-American History	AE-VAC Inc., N. Y., N. Y. 500 Fifth Ave., New York, N. Y. 10036
8843	Negro History (15)	Civic Education Service 1733 K. Street N.W. Washington, D. C. 20006
	Slavery Divides Nations (18)	" "

THEME III: How Do We Live Together? Social and Cultural Development of Our Nation

Introduction

The learning activities in this section are designed to help the student evaluate the impact of important social and cultural forces upon American civilization.

Moreover, the activities should also enable the student to understand how the continuing technological change has altered America, American society, American values and American creative arts. Hopefully, as a result of these learning activities the student should emerge with insights into how and why American's social and cultural values have changed. The student should, also, have a more realistic vision of contemporary America which in part departs from the idealism of the American dream for an egalitarian society.

In this theme the learning activities are centered around six significant problems:

I. How has the frontier shaped our social and cultural life?

II. What has been the impact of free public education?

III. What has been the impact of science and technology on American life?

IV. How has American art and architecture reflected different economic and cultural experiences?

V. How has literature reflected different economic and cultural experiences?

VI. How has music reflected different economic and cultural experiences?

I. HOW HAS THE FRONTIER SHAPED OUR SOCIAL AND CULTURAL LIFE?

Emphases:

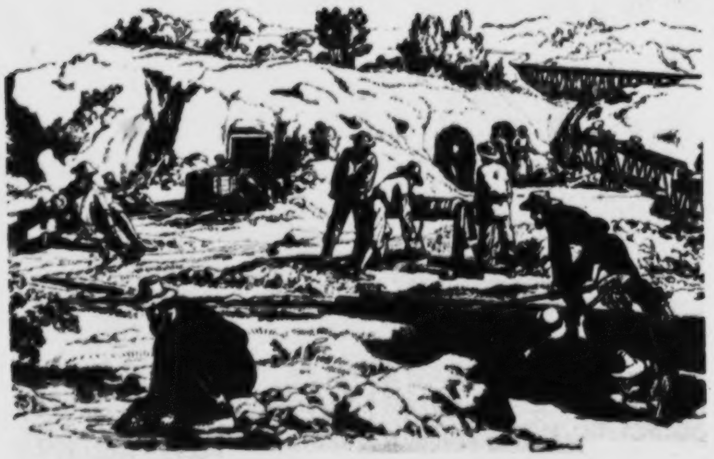
There have been different frontiers at various times in our history. Different types of Americans have lived on the frontiers.

There is a disagreement among historians about influence of the frontier on American civilization.

a. Use drawings and photographs to illustrate the different frontiers and the problems settlers faced on the frontier.

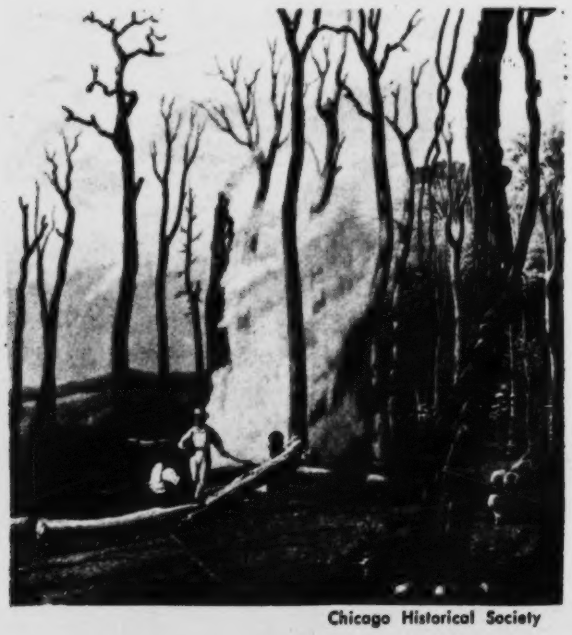
Sod House. The sod houses on the prairies symbolized a life burdened with debt, never free from hardship and toil. Few had more than a couple of rooms, and most were dark and dingy inside.

(From Nebraska State Historical Society)



Working California Gold Claims. Few prospectors became wealthy, for mining required long, hard toil. Because gold is heavy, it remains when the sand and gravel are sifted out or washed away. Miners used pans, sluice boxes (right), and sifting cradles (left background).

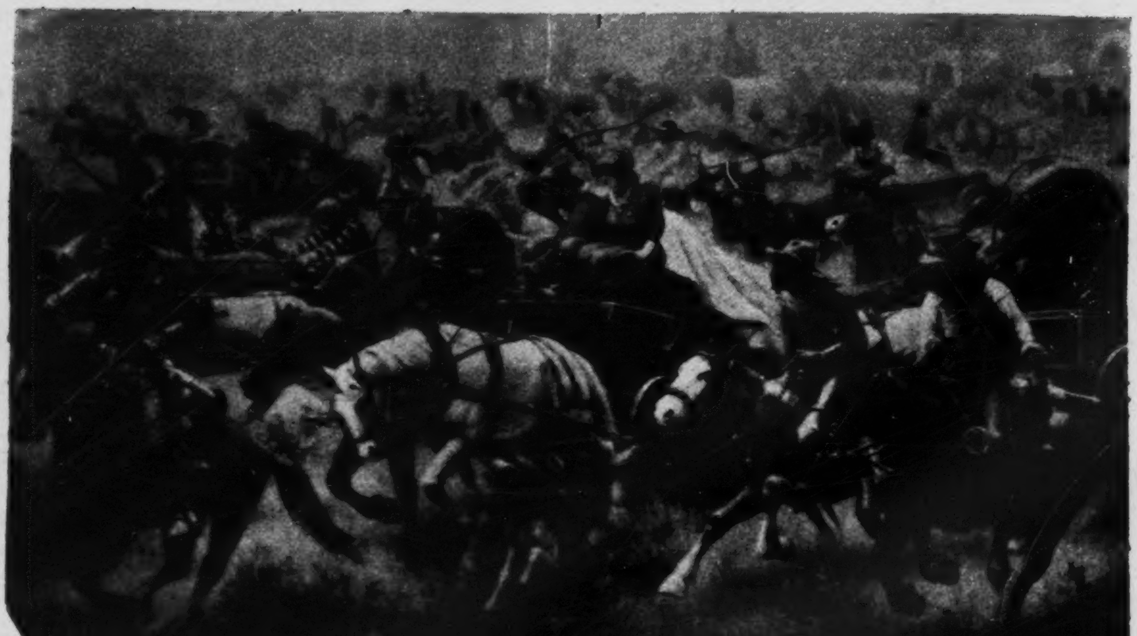
(From California State Library)



Chicago Historical Society

Clearing the Land. Many Western settlers in their eagerness to ready the land for planting destroyed large reserves of valuable timber through girdling and burning the trees.

(From Chicago Historical Society)



Brown Brothers

Settling the Cherokee Strip. In 1893 the greatest "run" of all took place. The United States had bought this land from the Indians. Every settler who rushed to stake out a claim had to pay his share of the purchase price — about $1.50 per acre.

(From Brown Brothers Library)

Questions for Inquiry and Discovery

1. How many different frontiers are shown in these pictures?
2. Why would people want to leave their homes to settle on these frontiers?
3. What kind of problems did these people meet on the frontier?
4. Why would many people not want to leave their established communities to settle on the frontier?

Follow up Activities:

*a. Have the class tell why each of the following were important to anyone who lived on the frontier:

1. horse
2. cabin
2. rifle
4. cleared land
3. plow
6. water

*b. Ask the class to draw a picture of one of the various frontiers without labeling it. Then hold each picture up for class recognition.

*c. Ask the students to identify and explain which type of frontier is portrayed on the following television shows:

1. Gunsmoke
2. Bonanza
3. Wagon Train

B. Use of historical narrative and diaries to illustrate the different types of frontiers and the various people who settled on them.

Historical Narrative No. 1

I will proceed to state the usual manner of settling a young couple in the world.

A spot was selected on a piece of land of one of the parents, for their habitation. A day was appointed shortly after their marriage for commencing the work of building their cabin. The fatigue party consisted of choppers, whose business it was to fell the trees and cut them off at proper lengths. A man with a team for hauling them to the place, and arranging them, properly assorted, at the sides and ends of the building, a carpenter, if such he might be called, whose business it was to search the woods for a proper tree for making clapboards for the roof. The tree for the purpose must be straightened grained and from three to four feet in diameter. The boards were split four feet long, with a large frow, and as wide as the timber would allow. They were used without plaining or shaving. Another division was employed in getting puncheons for the floor of the cabin; this was done by splitting trees, about eighteen inches in diameter, and hewing the faces of them with a broad axe. They were half the length of the floor they were intended to make.

In the morning of the next day the neighbours collected for the raising. The first thing to be done was the election of four corner men, whose business it was to notch and place the logs. The rest of the company furnished them with the timbers. In the meantime the boards and puncheons were collecting for the floor and roof, so that by the time the cabin was a few rounds high the sleepers and floor began to be laid. The door was made by sawing or cutting the logs in one side so as to make an opening about three feet wide. This opening was secured by upright pieces of timber about three inches thick through which holes were bored into the ends of the logs for the purpose of pinning them fast. A similar opening, but wider, was made at the end for the chimney. This was built of logs and made large to admit of a back and jams of stone. At the square, two end

*Recommended for Students Achieving Below Grade Level

logs projected a foot or eighteen inches beyond the wall to receive the butting poles, as they were called, against which ends of the first row of clap boards were supported. The roof was formed by making the end logs shorter until a single log formed the comb of the roof, on these logs the clap boards were placed, the ranges of them laping some distance over those next below them and kept in their places by logs, placed at proper distances upon them.

The roof and sometimes the floor were finished on the same day of the raising. A third day was commonly spent by a few carpenters in leveling off the floor, making a clapboard door and a table. This last was made of a split slab and supported by four round legs set in auger holes. Some three-legged stools were made in the same manner. Some pins stuck in the logs at the back of the house supported some clapboards which served for shelves for the table furniture. A single fork, placed with its lower end in a hole in the floor and the upper end fastened to a joist served for a bed stead, by placing a pole in the fork with one end through a crack between the logs of the wall. This front pole was crossed by a shorter one within the fork, with its outer end through another crack. From the front pole, through a crack between the logs of the end of the house, the boards were put on which formed the bottom of the bed. Some times other poles, were pinned to the fork a little distance above these, for the purpose of supporting the front and foot of the bed, while the walls were the supports of its back and head. A few pegs around the wall for a display of the coats of the women, and the hunting shirts of the men, and two small forks or bucks horns to a joist for the rifle and shot pouch, completed the carpenter work.

In the meantime masons were at work. With the heart pieces of the timber of which the clapboards were made, they made billets for chunking up the cracks between the logs of the cabin and chimney, a large bed of mortar was made for daubing up those cracks; a few stones formed the back and jambs of the chimney.

The cabin being finished, the ceremony of housewarming took place, before the young couple were permitted to move into it.

The house warming was dance of a whole night's continuance, made up of the relations of the bride and groom, and their neighbors. On the day following the young couple took possession of their new mansion.

(From Notes on the Settlement and Indian Wars, of the Western Parts of Virginia and Pennsylvania by Joseph Diddridge.

Questions for Inquiry and Discovery

1. How did the whole community enter into the construction of the house?
2. From what sources did the materials to build a home come from?
3. Why did the completion of the house give almost all members of the local community a sense of satisfaction?
4. How does the way in which the house was built illustrate the values of society on the frontier?
5. Does this passage support the argument that the people on the frontier were democratic and egalitarian? Explain.

Questions for Small Group Discussion

1. Was society in the west democractic?
2. Was there a class structure on the frontier?
3. Did the frontier make Americans "rugged and individualists"?

Follow up Activities:

*a. Ask the student to play the game, I Can Live on Frontier, if...... The students should list items which they think are necessary for any married couple to survive and raise a family on the frontier.

*b. In Frontier Notes published by Springboard Press there are excerpts from The Journal of Lewis and Clark and a map of their routes from St. Louis to the Pacific Ocean. Trace their journey with the class and list on the board the hardship that they faced at each turn of the trail.

*c. Have the students illustrate the route taken by Lewis and Clark by bringing in pictures or photographs of the obstacles they were likely to meet on the way.

Historical Narrative No. 2.

The people who live on these frontiers may be divided into four classes - cabins, which they fortify in times of War with the Indians, whom they hate but much resemble in dress and manners. They are unpolished, but hospitable, kind to strangers, honest and trustworthy. They raise a little Indian corn, pumpkins, hogs, and sometimes have a cow or two, and two or three horses belonging to each family. But their rifle is their principal means of support. They are the best marksmen in the world, and such is their dexterity that they will shoot an apple off the head of a companion. Some few use the bow and arrow. I have spent 7 or 8 weeks with these men, have had opportunities of trying them, and believe they would sooner give me the last shirt off their backs, than rob me of a charge of powder. Their wars with the Indians have made them vindictive. This class cannot be called first Settlers for they move every year or two.

2nd Class. First settlers; - a mixed set of hunters and farmers. They possess more property and comforts than the first class; yet they are a half barbarous race. They follow the range pretty much; selling out when the Country begins to be well settled, and their cattle cannot be entirely kept in the woods.

3rd Class. is composed of enterprising men from Kentucky and the Atlantic States. This class consists of young Doctors, Lawyers, Storekeepers, Farmers, Mechanics, etc. who found towns, trade, speculate in land, and begin the fabric of Society. There is in this class every gradation of intellectual and moral character, but the general tone of Social manners is yet too much relaxed. There is too much reliance upon personal prowess, and the laws have not yet acquired sufficient energy to prevent violence.

Such are the inhabitants of the Southern part of Indiana, and of Shawanoe town, St. Louis, St. Genevieve, and the large settlements on the Mississippi.

4th Class. old settlers, rich, independent, farmers, wealthy merchants, possessing a good deal of information, a knowledge of the world, and an enterprising spirit. Such are the Ohio men, Western Pennsylvania, Kentuckians and Tennessee men. The young men have a military taste, and most of them have served in the late war. They were duellists, but now the laws against duelling are more strictly enforced; they carry dirks, and sometimes decide a dispute on the spot. Irritable and dissipated in youth, yet they are generally steady and active in manhood. They undertake the facility, and carry on with unconquerable ardour, any business or speculation that promises great profit, and sustain the greatest losses with a firmness that resembles indifference.

* Recommended for Students Achieving Below Grade Level

You will perceive from this slight sketch, which I have made as impartially as I am able, that the Backwoods men, as they are called somewhat contemptuously by the Inhabitants of the Atlantic States, are admirably adapted by Nature and education for the scenes they live and act in. The prominent feature of their character is power. The young value themselves on their courage, the old on their shrewdness. The veriest villians have something grand about them. They expect no mercy and they shew no fear; "every man's hand is against them, and their hand is against every man's."

As social comforts are less under the protection of the laws here, than in old countries, friendship and good neighbourhood are more valued. A man of good character is an acquisition; not that there is a small proportion of such men, but because the bad are as undisguisedly bad, as their opposites are professedly good. This is not the road to wordly respectability, nor a possession of it the cloak to immortality.

I wish I could give you a correct idea of the perfect equality that exists among these republicans. A Judge leaves the Court house, shakes hands with his fellow citizens and retires to his loghouse. The next day you will find him holding his own plough. The Lawyer has the title of Captain, and serves in his Military capacity under his neighbour, who is a farmer and a Colonel. The shopkeeper sells a yard of tape, and sends shiploads of produce to Orleans; he is a good hunter, and has been a soldier; he dresses and talks as well as a London Merchant, and probably has a more extensive range of ideas; at least he has fewer prejudices. One prejudice, however, nothing will induce him to give up -- he thinks the American in general, and particularly those of his own state, are the best soldiers in the world. Such is the native Shopkeeper; the Eastern Emigrant is very different.

I have not seen an effeminate, or a feeble man, in mind or body, belonging to these Western Countries. The most ignorant, compared with men of the same standing in England, are well informed. Their manners are coarse, but they have amongst themselves a code of politeness which they generally observe. Drinking whisky is the greatest pest, the most fertile source of disorders, amongst them. When intoxicated by it, they sometimes fight most furiously. In this they resemble the Lower Irish.

There is an universal spirit of enquiry amongst all classes of people. In the state of Indiana, in which there is but one town that is of six years standing, there are several Book-clubs. Newspapers and Reviews from Philadelphia, Baltimore, Kentucky, and St. Louis, are received weekly.

(From Personal Narrative of Travels in Virginia, Maryland, Pennsylvania, Ohio, Indiana, Kentucky, and of a Residence in Illinois Territory: 1817-1818, by Elias P. Fordham)

Questions for Inquiry and Discovery

1. Which types of people lived on the frontier?

2. Why did the frontier contain so many different types?

3. "They expect no mercy and they show no fear" ...... How does this sum up the outlook of the people who lived on the frontier?

4. Of the various groups that inhabited the frontier, which do you feel were the most democratic? Why?

5. How did the frontier change as each of the group dominated it?

Questions for Individual Study

1. How did the settlement of the "last" frontier differ from the first settlements at Jamestown and Plymouth Rock?

2. Which television show most accurately depicts the settlement of West from 1865-1890? Explain.

3. How did the values of different frontier settlers differ fundamentally from each other?

4. How was the Indian treated on the frontier?

Historical Narrative No. 3

The trappers of the Rocky Mountain belong to a "genus" more approximating to the primitive savage than perhaps any other class of civilized man. Their lives being spent in the remote wilderness of the mountains, with no other companion than Nature herself, their habits and character assume a most singular cast of simplicity mingled with ferocity, appearing to take their colouring from the scenes and objects which surround them. Knowing no wants save those of nature, their sole care is to procure sufficient food to support life, and the necessary clothing to protect them from the rigorous climate. This, with the assistance of their trusty rifles, they are generally able to effect, but sometimes at the expense of great peril and hardship. When engaged in their avocation, the natural instinct of primitive man is ever alive, for the purpose of guarding against danger and the provision of necessary food ....

Trappers are of two kinds, the "hired hand" and the "free trapper": the former hired for the hunt by the fur companies; the latter, supplied with animals and traps by the company, is paid a certain price for his furs and peltries.

There is also the trapper "on his own hook"; but this class is very small. He has his own animals and traps, hunts where he chooses, and sells his peltries to whom he pleases.

At a certain time, when the hunt is over, or they have loaded their pack-animals, the trappers proceed to the "rendezvous", the locality of which has been previously agreed upon; and here the traders and agents of the fur companies await them, with such assortment of goods as their hardy customers may require, including generally a fair supply of alcohol. The trappers drop in singly and in small bands, bringing their packs of beaver to this mountain market, not unfrequently to the value of a thousand dollars each, the produce of one hunt. The dissipation of the "rendezvous" however, soon turns the trapper's pocket inside out. The goods brought by the traders, although of the most inferior quality, are sold at enormous prices; -- Coffee, twenty and thirty shillings a pint-cup, which is the usual measure; tobacco fetches ten and fifteen shillings a plug; from twenty to fifty shillings a pint; gunpowder, sixteen shillings a pint-cup; and all other articles at proportionately exorbitant prices.

The "beaver" is purchased at from two to eight dollars per pound; the Hudon's Bay Company alone buying it by the pluie, or "plew", that is, the whole skin, giving a certain price for skins, whether of old beaver of "kittens".

The "rendezvous" is one continued scene of drunkenness, gambling, and brawling and fighting, as long as the money and credit of the trappers last. Seated, Indian fashion, round the fires, with a blanket spread before them, groups are seen with their "decks" of cards, playing at "euker", "poker", and "seven-up", the regular mountain games. The stakes are "beaver", which here is current coin; and when the fur is gone, their horses, mules, rifles, and shirts, hunting-packs, and breeches, are staked. Daring gamblers make the rounds of the camp, challenging each other to play for the trapper's highest stake, -- his horse, his squar (if he has one), and, as once happened, his scalp. There goes "hos and beaver!" is the mountain expression when any great loss is sustained; and, sooner or later, "hos and beaver" invariably find their way into the insatiable pockets of the traders. A trapper often squanders the produce of his hunt, amounting to hundreds of dollars, in a couple of hours; and supplied on credit with another equipment, leaves the "rendezvous" for another expedition, which has the same result time after time; although one tolerably successful hunt would enable him to return to the settlements and civilized life, with an ample sum to purchase and stock a farm, and enjoy himself in ease and comfort the remainder of his days.

An old trapper, a French Canadian, assured me that he had received fifteen thousand dollars for beaver during a sojourn of twenty years in the mountains. Every year he resolved in his mind to return to Canada, and with this object, always converted his fur into cash; but a fortnight at the "rendezvous" always cleaned him out, and, at the end of twenty years, he had not even credit sufficient to buy a pound of powder.

These annual gatherings are often the scene of bloody duels, for over their cups and cards no men are more quarrelsome than your mountaineers. Rifles, at twenty paces, settle all differences, and, as may be imagined, the fall of one or other of the combatants is certain, or as sometimes happens, both fall to the word "fire".

(From Adventures in Mexico and the Rocky Mountains by George F. Ruxton, The Role of the Mountain Men)

Questions for Inquiry and Discovery

1. Why did the trapper belong "most approximately to the primitive savage than perhaps any other class of civilized man"?

2. How did the trappers differ from other groups on the frontier?

3. Why were the trappers good examples of "rugged individuals"?

4. How did other groups exploit the trapper?

5. Why did the movement of civilization mean an end to the trapper and his way of life?

6. Could the trapper have remained long in a settled society? Explain.

7. What were the most significant contributions of the trappers to American civilization? Explain.

Historical Narrative No. 4

Our countrymen are the most discontented of mortals. They are always longing for big strikes. If a claim is paying them a steady income, by which, if they pleased, they could lay up more in a month than they could in a year at home, still they are dissatisfied, and in most cases will wander off in search of better diggins. There are hundreds now pursuing this foolish course, who, if they had stopped where they first camped, would not have been rich men. Sometimes a company of these wanderers will find itself upon a bar where a few pieces of the previous metal lie scattered upon the surface of the ground. Of course they immediately prospect it, which is accomplished by planning out a few basinfuls of the soil. If it pays, they claim the spot and build their shanties. The news spreads that wonderful diggings have been discovered at such a place. The monte-dealers -- those worse than fiends, rush, vulture-like, upon the scene and erect a round tent, where, in gambling, drinking, swearing, and fighting, the many reproduce pandemonium in more than its original horror, while a few honestly and industriously commence digging for gold, and lo! as if a fairy's wand had been waved above the bar, a full-grown mining town hath sprung into existence.

But, first, let me explain to you the claiming system. As there are no state laws upon the subject, each mining community is permitted to make its own. Here they have decided that no man may claim an area of more than forty feet square. This he takes off, and puts a notice upon it, to the effect that he holds it for mining purposes. If he does not choose to work it immediately, he is obliged to renew the notice every ten days, for without this precaution, any other person has a right to "jump" it, that is, to take it from him. There are many ways of evading the above law.

For instance, an individual can hold as many claims as he pleases if he keeps a man at work in each, for this workman represents the original owner. I am told, however, that the laborer himself can jump the claim of the very man who employs him, if he pleases to do so. This is seldom, if ever, done. The person who is willing to be hired generally prefers to receive the six dollars per diem, of which he is sure in any case, to running the risk of a claim not proving valuable. After all, the holding of claims by proxy is considered rather as a carrying out of the spirit of the law than as an evasion of it. But there are many ways of really outwitting this rule, though I cannot stop now to relate them, which gives rise to innumerable arbitrations, and nearly every Sunday there is a miner's meeting connected with this subject.

(From The Shirley Letters from California Mines
by Louise A. K. Clappe)

Questions for Inquiry and Discovery

1. Where do miners begin to dig?

2. How does a mining town come into existence?

3. How do the mining communities regulate the claims?

4. Why does the law seem so ineffectual in the mining communities?

Questions for Individual Study

1. How were the mining camps in California organized after the gold rush?

2. How was a person's right to a claim secured in the early mining camps?

3. Who ran the local governments in these mining communities?

4. What happened to the miners as the mines went dry and no longer produced ?

Follow up Activities

a. Ask all the students to watch one of the many television shows which attempts to depict the west.

   Have the class compare a television portrayal of the west with the selections presented in this section using the following questions:

   1. How does the televisions shows west differ from that of the reading selection?

   2. Why do they differ?

   3. Which presents a truer picture of the West? Why?

*b. Ask the class to complete the following chart:

Pioneer	Achievement
1. Daniel Boone	
2. Meriwether Lewis	
3. Nat Love	
4. John C. Fremont	
5. John Astor	

Then, illustrate the impact of the pioneer on the west.

*c. Play for the students band 3 and 4 from the record, Sam Hinton Sings of Men, All Sorts and Kinds (Folkways Records FA 2400).

Bands 3 and 4 are pioneer songs which recount life on the Colorado plains. After the students have listened to both songs, they should answer the following questions:

Questions for Inquiry and Discovery

1. What obstacles did Chris Boyd find "a-starvin to death on a Government claim?"

2. Why does Boyd dislike the West?

3. Why does he want to go home?

4. Would you like to live on the frontier that Chris Boyd described? Explain.

5. Was Chris Boyd's description of the West accurate? Explain.

Questions for Small Groups Discussion

1. Why did people go out west?

2. Why did people stay on the frontier?

*d. Play for the students the story of Nat Love on side 2 of Black Pioneers in American History, 19 Century, Volume I (Caedmon TC 1252). After the students have listened to it, they should answer the following questions:

1. Why did Nat Love move westward?
2. What conditions did Nat Love find in the west?
3. Why did Nat Love stay in the west?
4. Would you have liked to join Nat Love? Why?

D. Use of historical narratives to study the influence of the American frontier upon "American character and institutions."

Historical Narrative No. 1

> .... in the settlements we may behold democracy arrived at its utmost limits. In these states, founded off-hand and as it were by chance, the inhabitants are but of yesterday. Scarcely known to one another, the nearest neighbors are ignorant of each other's history. In this part of the American continent, therefore, the population has escaped the influence not only of great names and great wealth, but even of the natural aristocracy of knowledge and virtue. None is there able to wield that respectable power which men willingly grant to the remembrance of a life spent in doing good before their eyes. The new states of the west are already inhabited, but society has no existence among them. It

* Recommended for Students Achieving Below Grade Level

is not only the fortunes of men that are equal in America; even their acquirements partake in some degree of the same uniformity.

In America there are but few wealthy persons; nearly all Americans have to take a profession. Now, every profession requires an apprenticeship. The Americans can devote to general education only the early years of life. At fifteen they enter upon their calling, and thus their education generally ends at the age when ours begin. If it is continued beyond that point, it aims only towards a particular specialized and profitable purpose; one studies science as one takes up a business; and one takes up only those applications whose immediate practicality is recognized.

In America most of the rich men were formerly poor; most of those who now enjoy leisure were absorbed in business during their youth; the consequence of this is that when they might have had a taste for study, they had not time for it and when the time is at their disposal, they have no longer the inclination.

There is no class, then, in America, in which the taste for intellectual pleasures is transmitted with hereditary fortune and leisure and by which the labors of the intellect are held in honor. Accordingly, there is an equal wants of the desire and the power of application to these objects.

(From Democracy in America, by Alexis de Tocqueville)

Questions for Inquiry and Democracy

1. How does Alexis de Tocqueville see America?

2. Which of the passages, previously quoted, best described de Tocqueville's America?

3. What characteristics which de Tocqueville's mention could be used currently to describe Americans?

4. Why is the society which de Tocqueville describes democractic?

5. Why would there not be a rigid class structure in the society mentioned by de Tocqueville?

Questions for Small Group Discussion

1. Did the frontier foster social mobility?

2. Was democracy born on the frontier?

3. Did the frontier reflect the ideals of American society?

4. Could the values of the frontier exist in urban America?

5. Was the frontier really what de Tocqueville described?

6. How did the Indian view the frontier very differently from the pioneers?

Historical Narrative No. 2

While the people as a rule were not educated, many of them very illiterate as far as education was concerned, they were thoroughly self-sustaining when it came to the knowledge required to do things that brought about a plentiful supply of the necessities of life. In those times all were on an equality, for each man and his family had to produce what was required to live upon, and when one was a little better dressed than another there could be no complaint from his neighbor, for each one had the same means in his hands to bring about like results, and he could not say his neighbor was better dressed than he was because he had cheated some other neighbor out of something, and bought the dress; for at that time the goods all had to come to them in the same way -- by their own industry. There was but little stealing or cheating among them. There was no money to steal, and if a man stole a piece of jeans (cotton fabric) or cloth of any kind he would be apprehended at once. Society at that time was homogeneous and simple, and opportunities for vice were very rare. There were a very few old bachelors and old maids, for about the only thing a young man could do when he became twenty-one, and his mother quit making his clothes and doing his washing, was to marry one of his neighbor's daughters. The two would then work together, as was the universal custom, and soon produce with their own hands abundance of supplies to live upon.

(From Seventy Years on the Frontier by Alexander Majors)

Questions for Inquiry and Discussion

1. Why was there equality on the frontier?

2. What virtues did the frontiersmen share?

3. Was this an ideal society? Explain.

4. Why might you like to live in such a society?

** Historical Narrative No. 3

American development has exhibited not merely advances along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating the American character. In this advance, the frontier is on the outer edge of the wave - the meeting point between savagery and civilization ....

In the settlement of America we have to observe how European life entered the continent, and how America modified and developed that life and reached Europe. The wilderness masters the colonist. It finds him a European in dress, industries, tools, modes of travel, and thought. It takes him from the railroad car and puts him in the birch canoe. It strips off the garments of civilization and arrays him in the hunting shirt and the moccasin. It puts him in the log cabin of the Cherokee and Iroquois and runs and Indians palisade around him. Before long he has gone to planting Indian corn and plowing with a sharp stick; he shouts the war cry and takes the scalp in orthodox Indian fashion .... little by little he transforms the wilderness, but the outcome is not the old Europe ....

We note that the frontier promoted the formation of a composite nationality for the American people. The coast was preponderantly English, but the later tides of continental immigration flowed across to the free lands. This was the case from the early colonial days. In the crucible of the frontier the immigrants were Americanized, liberated, and fused into a mixed race, English in neither nationality nor characteristics. The process has gone on from the earliest days to our own.

** Recommended for Student Achieving above Grade Level

> But the most important effect of the frontier has been in the promotion of democracy here and in Europe. As has been indicated, the frontier is productive of individualism. Complex society is precipitated by the wilderness into a kind of primitive organization built on the family. The tendency is anti-social. It produces antipathy to control, and particularly to any direct control .....
>
> From the conditions of frontier life came intellectual traits of profound importance. That coarseness and strength combined with acuteness and inquisitiveness; that practical, inventive turn of mind, quick to find expedients; that masterful grasp of material things, lacking in artistic but powerful to effect great ends; that restless, nervous energy; that dominant individualism, working for good and for evil, and withal that buoyancy and exuberance which comes with freedom - these are the traits of the frontier.
>
> (Excerpts from The Significance of the Frontier in American History by Frederick Jackson Turner)

Questions for Inquiry and Discovery

1. Why did Turner believe in the enormous significance of the frontier?
2. Why would de Tocqueville probably agree with Turner?
3. How did the frontier produce an American type?
4. Which of the passages quoted best supports Turner's thesis? Why?

Follow up Activity

Have the student read the following rewritten paragraphs and answer the questions:

The frontier has continually shaped the American people. After coming from Europe, the immigrant loses his old ways and now must meet new challenges on the frontier. The frontier makes him free and independent because he must build his own house, get his own food and supply his own clothes.

The old world is gone. He is no longer part of Europe. Now he is American who must get along in a new world.

Questions for Inquiry and Discovery

1. How does the frontier make European an American?
2. Why must the immigrant be independent if he lives on the frontier?
3. What skills are necessary on the frontier?
4. For how long did American have a frontier?

Questions for Small Group Discussion

1. Did the frontier really make Americans independent?
2. Did the frontier make Americans democratic?
3. How different would we be if there had been no frontier?

* Recommended for Students Achieving Below Grade Level

** Reading No. 4

.... the central weakness of Turner's thesis was in its intellectural isolationism. Having committed himself to an initial overemphasis on the uniqueness, the subtly demagogic stress on "the truly American part of our history", diverted the attention of historical scholarship from the possibilities of comparative social history; it offered no opportunity to explain why so many features of American development -- for example, the rise of democracy in the nineteenth century -- were parallel to change in countries that did not have a contiguous (adjacent) frontier. Historians were encouraged to omit a host of basic influences common to both American and Western European development -- the influence of Protestantism and the Protestant ethic, the inheritance from English republicanism, the growth of industralism and urbanism. More than this, factors outside the frontier process that contributed to the singularity of American history were skipped over: the peculiar American federal structure, the slave system and the Southern caste complex, immigration and ethnic heterogeneity (variety), the unusually capitalistic and speculative character of American agriculture, the American inheritance of laissez faire. The interpretation seems particularly weak for the corporate-industrial phase of American history that followed the Civil War. Indeed, if the historian's range of vision had to be limited to one explanatory idea, as it fortunately does not, one could easily argue that the business corporation was the dominant dynamic factor in American development during this period.

Hofstader, Richard, and Lipset, Seymour M. eds.
Turner and the Sociology of the Frontier, New York; Basic Books,1968,p.271

Questions for Inquiry and Discovery

1. Why does Hofstader object to Turner's thesis?
2. What arguments does he present to disprove what Turner said about the importance of the frontier?
3. Who do you think is right? Why?
4. What evidence would you use to support your point of view?
5. According to the census of 1890, the frontier no longer existed in the United States. Would you agree or disagree? Explain.

Questions for Small Group Discussion

1. What frontiers still exist in America?
2. How has the closing of the west changed American Society?

Follow up Activity:

Ask the class to compare our current explorations in space with the expansion of the United States westward.

1. Are the pioneers different from our astronauts?
2. How are the problems of technology different?
3. How has each changed American society?
4. Will the exploration of space have as great an impact upon American society as America's movement westward?

** Recommended for Students Achieving Above Grade Level

II. WHAT HAS BEEN THE IMPACT OF FREE PUBLIC EDUCATION?

Emphases:

Traditionally, education has been a vehicle for social mobility and for assimilation into the mainstream of American Society.

Education has become the focal point for racial and social crises in the larger society.

A. Using school laws to understand the function of education in colonial America.

Selection No. 1

> This Court (Legislature), taking into consideration the great neglect of many parents and masters in training their children in learning and labor and other employments which may be profitable to the commonwealth, do hereupon order and decree, that in every town the chosen men appointed for managing the affairs (of the town) shall henceforth stand charged with the care and redress of this evil, and they shall be sufficiently punished by fines for the neglect thereof ....

(From Massachusetts School Law of 1642)

Selection No. 2

> It being one chief project of the old Deluder, Satan, to keep men from the knowledge of the Scriptures .... It is ordered that every town of 50 or more households shall forthwith appoint one townsman to teach all such children as shall resort to him to write and read, and he shall be paid by either the parents or by the town. When there are 100 families in the town, they shall set up a grammar school to prepare for the university.

(From Massachusetts School Law of 1647)

Questions for Inquiry and Discovery

1. Why did the legislature want someone to be in charge of the pupil's education?
2. Why did religion play a major role in colonial education?
3. How do both of these selections illustrate the importance of education in colonial life?
4. What was the source of funds for the early schools?
5. Which groups in colonial America did not and could not attend public schools?
6. What subjects were taught in colonial schools?
7. Why was Harvard college originally established?

Follow up Activities

*a. Have the students read the following rewritten passages and answered the questions below.

Since many parents have not been careful about education of their children, and since these children are important to the colony, we are setting up schools throughout the state.

* Recommended for Students Achieving Below Grade Level

Selection No. 2

Since the devil will try to fool us, about what the Bible says, we should educate our children so that they can read and interpret the Bible themselves.

Questions for Inquiry and Discovery

1. Why did the colonists of Massachusetts set up public schools?
2. Why are educated children important to a country?
3. How did religion help the spread of education in colonial Massachusetts?
4. If you had a college education and advanced training, why would you be more valuable to your country?

Questions for Small Group Discussion

1. Does a college education make a person more valuable to society?
2. Should parents educate children instead of the schools?

b. Read to the class selections from the classic American reader of the 19th Century, McGuffey's Fifth Eclectic Reader (reissued in paperback by Signet in 1962). The following passages are particularly good to illustrate the values and methods of early American education:

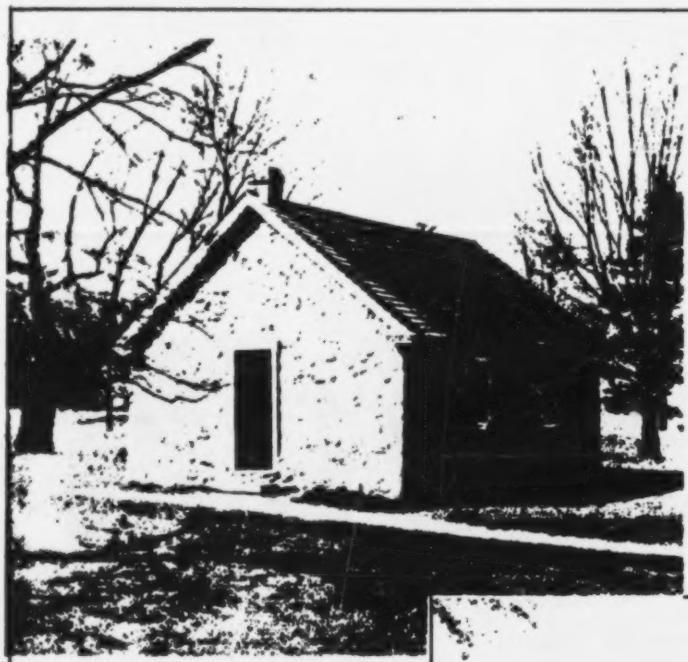
   1. Passage entitled, The Fish I Didn't Catch, on pp. 75-6.
   2. Passage entitled, Select Paragraphs, pp. 84-86.
   3. Poem entitled, What I Live For, pp. 103-4.

   The class could then discuss early America and how education reflected America's values.

c. The McGuffey's reader should also be compared with a current American reader, selections from which the teacher could read to the class or have students read.

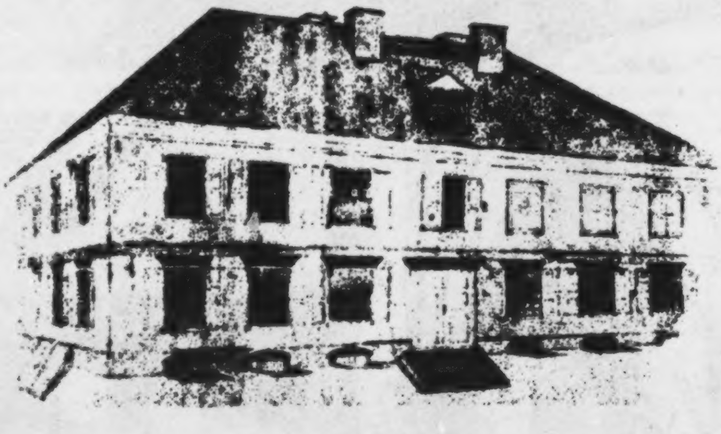
*d. On pages 217 and 218 are pictures of early American schools. Class should discuss how the buildings influenced the type of schooling which the students received.

* Recommended for Students Achieving Below Grade Level



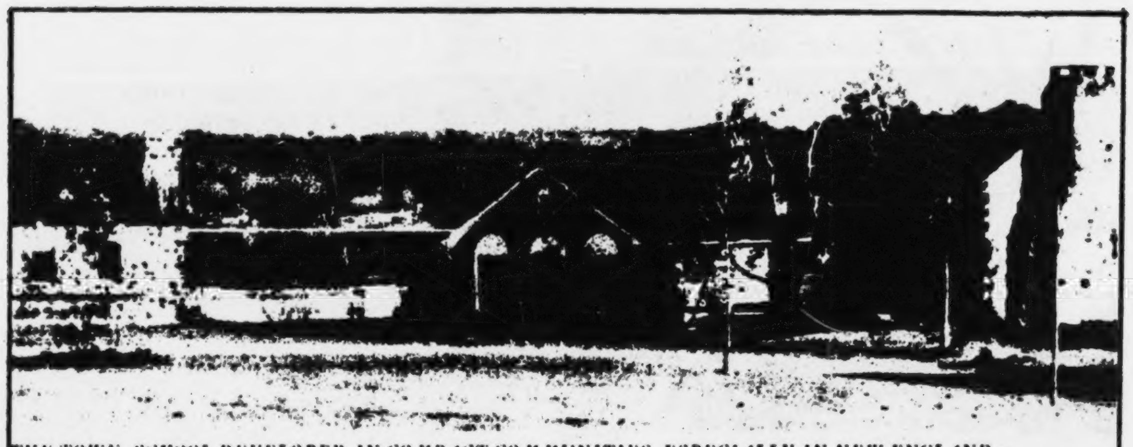
SCHOOL AT VALLEY FORGE,
BUILT IN 1705, AND COM-
MANDEERED AS A HOSPITAL
DURING THE REVOLUTION,
WHEN EDUCATION
WAS SORELY BESET

THE VOORLESER HOUSE,
STATEN ISLAND, NEW YORK.
BELIEVED TO BE THE OLDEST
IAL SCHOOL STILL STANDING

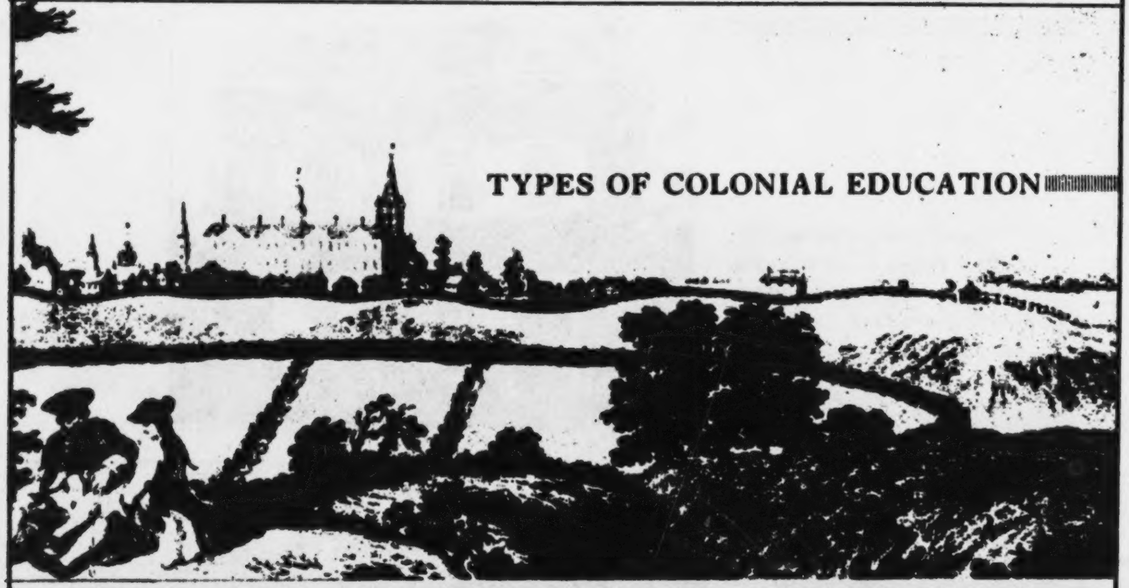


FRIENDS' ACADEMY, FOURTH STREET, PHILADELPHIA,
FOUNDED BY WILLIAM PENN IN 1689 "TO EDUCATE THE
RICH AT REASONABLE PRICES AND THE POOR FREE"

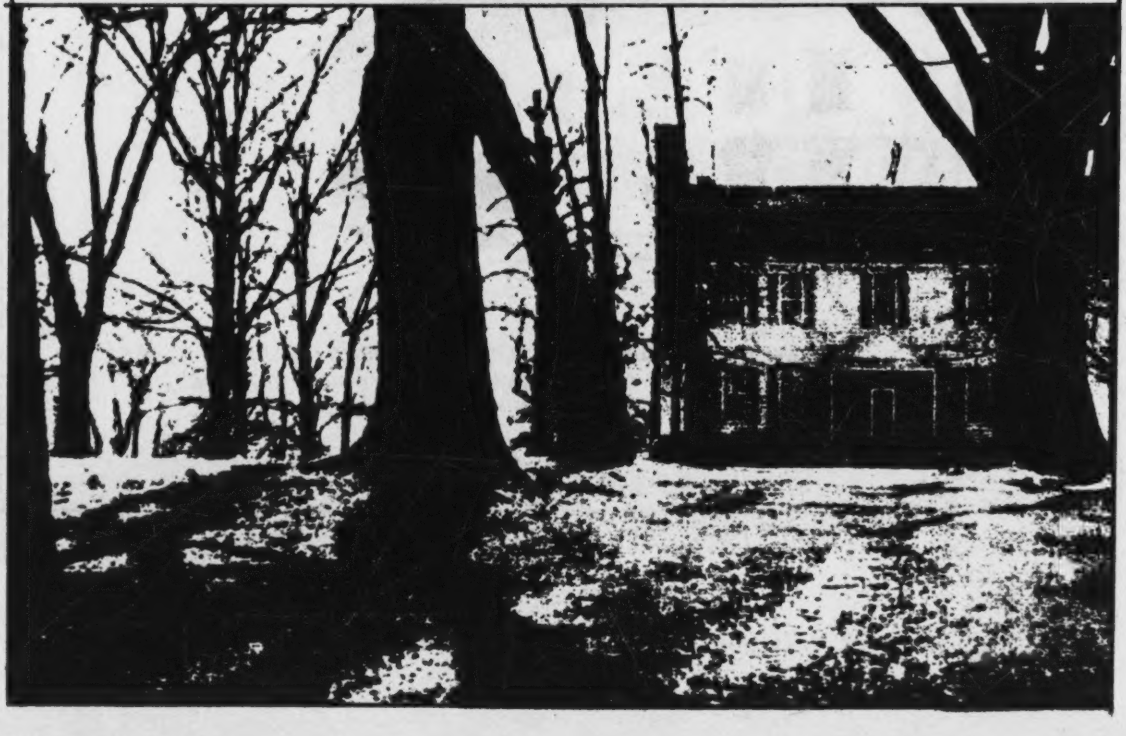
** e. Below are pictures of three different types of schools which existed in colonial New England. Students should be assigned to investigate the three different schools and tell how they differed from each other.



THE TOWN SCHOOL DEVELOPED IN COMPACT COMMUNITIES, ESPECIALLY IN NEW ENGLAND—



THE PARISH SCHOOL IN THE MIDDLE COLONIES—AND THE TUTORIAL SYSTEM IN THE SOUTH



** Recommended for Students Achieving Above Grade Level

*f. Have the class read the pamphlet from Springboards (Portal Press, Inc.) entitled, School Days 1830 and School Days 1950. Then answer the following questions:

1. What were the major differences between education in 1830 and education in 1950?
2. How did the problems faced by students in 1830 differ from those faced by students in 1950?

B. Use of excerpts from important political writers to help understand the significance of education in democracy.

Selection No. 1

.... But of all the view of this law (for public education) none is more important, none more legitimate, than that of rendering the people safe, as they are the ultimate guardians of their own liberty. For this purpose, the reading in the first stage, where they will receive their education, is proposed, as has been said, to be chiefly historical. History, by apprising them of the past, will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise; it may assume; and knowing it, to defeat its views.... Every government degenerates when trusted to the rules of the people alone. The people themselves therefore are its only safe depositories. And to render even them safe, their minds must be improved to a certain degree ....

(From Notes on Virginia by Thomas Jefferson)

Section No. 2

.... A cardinal object which the government of Massachusetts, and all the influential men in the State, should propose to themselves is the physical well-being of all people .... If one class possesses all the wealth and the education, while the residue of society is ignorant and poor, it matters not by what name the relations between them may be called: the latter, in fact and in truth, will be the servile dependents and subjects of the former .... Education, then, beyond all other devices of human origin, is a great equalizer of the conditions of men, the balance wheel of the social machinery .... It gives each man the independence and the means by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility toward the rich; it prevents being poor ....

(Twelfth Annual Report of Horace Mann as Secretary of the Massachusetts State Board of Education.

Selection No. 3

In our democracy, ".... the American school system has had to assume one of the most massive tasks in history. It has had to take a polyglot people, thrown together from every ethnic strain and culture in the world, and give it a common body of symbols to serve both for communication and cohesion."

(From America as a Civilization by Max Lerner)

Questions for Inquiry and Discovery

1. Why did Jefferson believe education is important?

2. "The people themselves, therefore, are its only safe depositories." What did Jefferson mean by this statement?

---

* Recommended for Students Achieving Below Grade Level

3. Why would Horace Mann agree with Jefferson that education was important?

4. How does the reason for the importance of education given by Max Lerner differ from that given by Mann and Jefferson?

5. List three reasons that the authors give for the importance of education.

Questions for Small Group Discussion

1. Can a democracy exist without education?

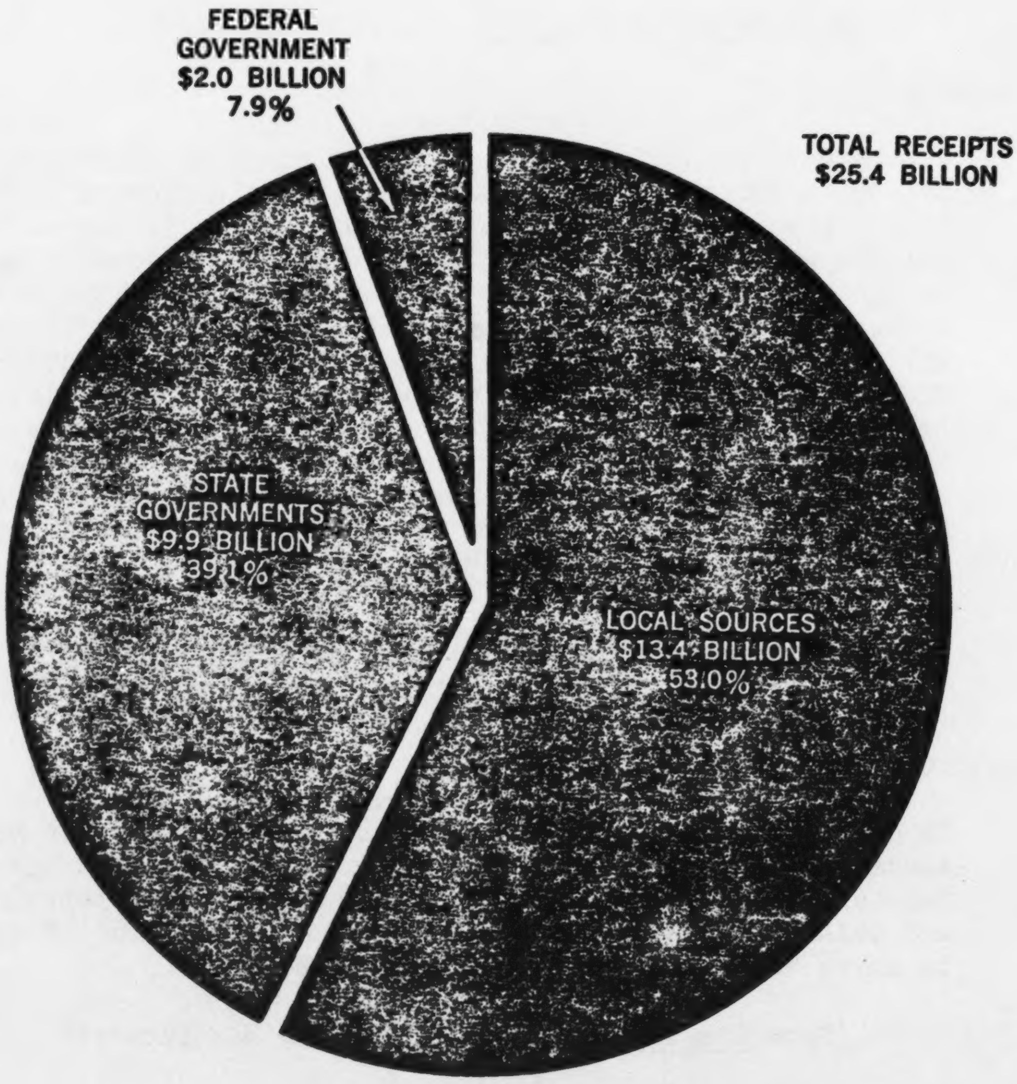
**2. Does education create or prevent social inquality?

3. Should the government take direct action to insure educational equality for all?

C. Use of graphs to help understand the financial impact of education.

Graph No. 1

REVENUE RECEIPTS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY SOURCE: UNITED STATES, 1965–66



NOTE: Because of rounding, detail may not add to totals.
SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, *Digest of Educational Statistics*, table 66.

** Recommended for Students Achieving Above Grade Level

Graph No. 2

DIGEST OF EDUCATIONAL STATISTICS

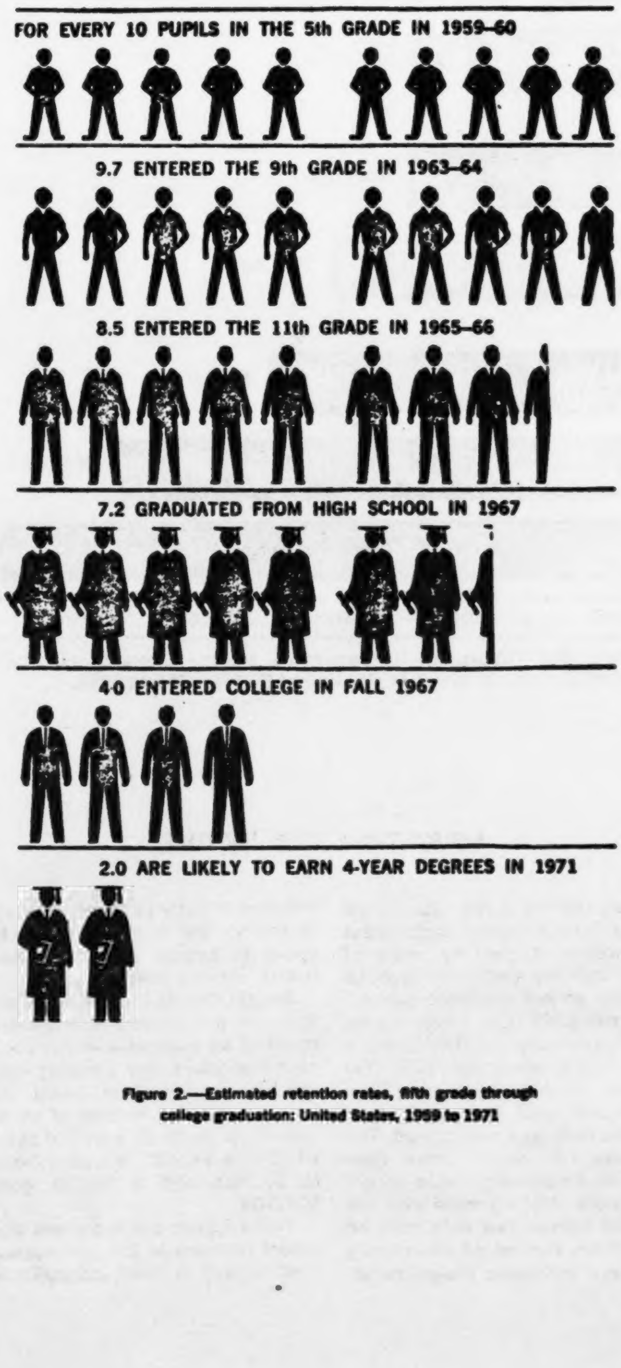
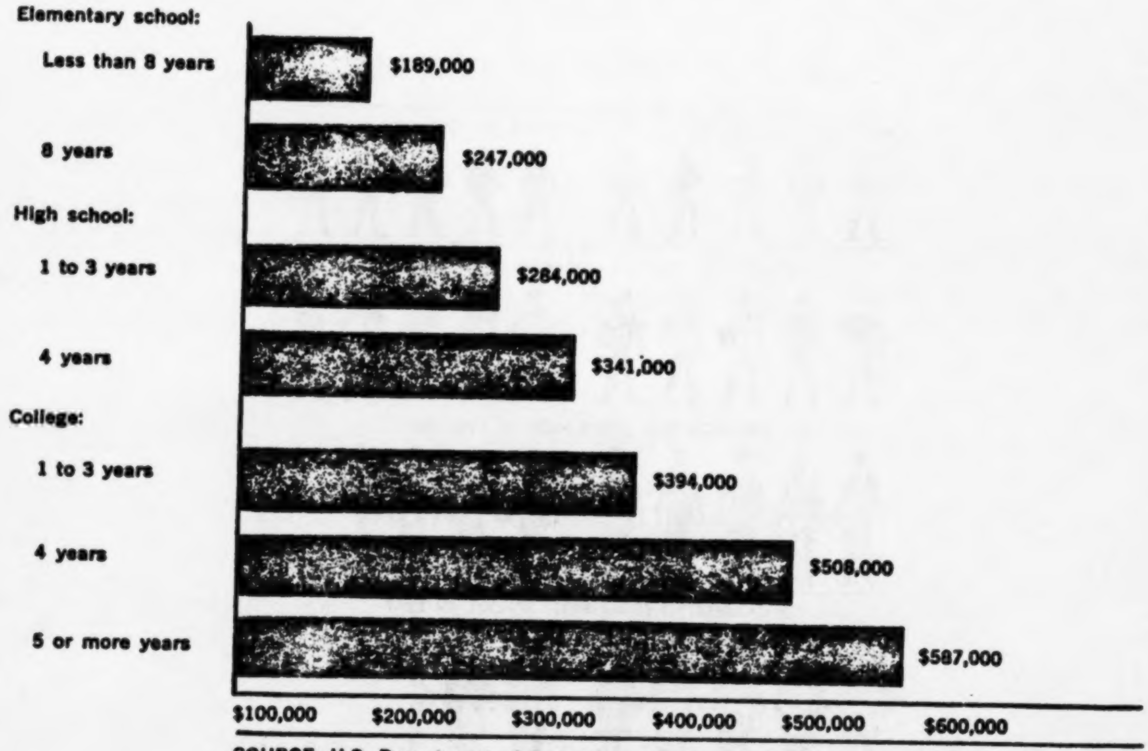


Figure 2.—Estimated retention rates, fifth grade through college graduation: United States, 1959 to 1971

Graph No. 3

DIGEST OF EDUCATIONAL STATISTICS



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Lifetime Income and Educational Attainment of Males in the United States: 1956 to 1966.*

EDUCATION AND INCOME

A person's income is closely related to his educational attainment, the Bureau of the Census reports in its latest estimates of the lifetime income of men by years of school completed. The data indicate that from age 18 onward an average elementary school graduate can expect an income of approximately $247,000; a high school graduate, $341,000; a college graduate, $508,000; and a person with 1 or more years of graduate study, $587,000 (see the accompanying chart). Thus an average college graduate can look forward to half again as much income as a high school graduate who fails to enter college. The holder of a bachelor's degree can expect more than twice as much remuneration as a man who leaves school after completing the eighth grade. And a person who has completed 5 or more years of college can anticipate an income of more than three times that of an elementary school dropout. Not all of these variations should be attributed directly to differences in educational attainment, of course, but it would appear that the number of years spent in school does have an important effect upon future earning power.

Recent trends in annual income also demonstrate the financial advantages of a good education. While the income of all segments of the population has grown in the past few years, the greatest increases have occurred at the higher educational levels. Between 1961 and 1966, for example, the income of an average male elementary school graduate 25 years of age or over rose from about $4,200 to $4,900; a high school graduate, from $5,900 to $7,500; and a college graduate, from $9,300 to $11,100.

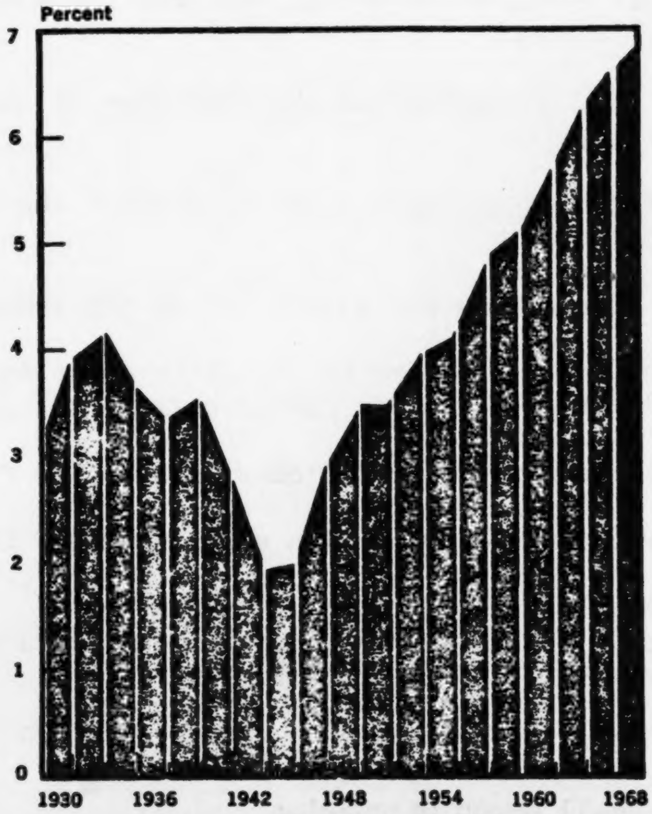
Trend figures are in current dollars; that is, they do not reflect changes in the purchasing power of the dollar.

W. VANCE GRANT, *specialist in educational statistics.*

Figure 3.—Lifetime income of men, by years of school completed: United States, 1966

Graph No. 4

DIGEST OF EDUCATIONAL STATISTICS



SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, Digest of Educational Statistics, table 23.

EDUCATION AS A PERCENTAGE OF GROSS NATIONAL PRODUCT

Total expenditures for public and nonpublic schools at all levels of education from kindergarten through graduate school amounted to approximately $54.6 billion during the 1967–68 school year. Educational expenditures have risen rapidly in recent years, reflecting the growth of the school-age population as well as the increased efforts of the Nation to provide quality education for its young people. The annual expenditure is now six times its 1949–50 total (not allowing for changes in the purchasing power of the dollar), and further increases are projected for the years just ahead.

The chart measures our efforts to support education since 1929–30 by comparing expenditures with the gross national product (GNP). The GNP, which is calculated by the Office of Business Economics, U.S. Department of Commerce, "represents the total national output of goods and services at market prices. It measures this output in terms of the expenditures by which the goods and services are acquired. The expenditures comprise purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services." It thus constitutes a convenient yardstick by which to measure the level of educational expenditures.

The percentage of the gross national product which went for education has varied considerably over the past generation. Educational expenditures were relatively high in the mid-1930's, exceeding four percent of the GNP in 1933–34. They declined sharply to 1.8 percent of the GNP 10 years later. The decline may be attributed, at least in part, to the booming economy and to the curtailment of classroom construction in the midst of World War II. Furthermore, many persons in their late teens and early twenties, who normally would have been enrolled in school, were in military service or engaged in work related to the war effort. Except for a brief period during the Korean conflict when the annual investment in education tended to stabilize, there has been a steady increase in the proportion of the gross national product spent for education ever since the end of World War II. Expenditures in 1967–68 were at an all-time high both in terms of actual dollars and as a percentage of the gross national product (6.9 percent).

W. VANCE GRANT, *specialist in educational statistics.*

Questions for Inquiry and Discovery

1. What are the sources of funds for the public school?

2. For every 10 pupils who entered the fifth grade in 1959-60, how many will finish high school in 1967?

3. How much is a four year college diploma worth?

4. Which of the following statements are supported or not supported by the four graphs:

   a. The more education a person receives the more money they are likely to earn.

   b. Since 1930 education has absorbed more of the gross national product.

   c. The federal government pays the largest share of the annual school budget.

   d. State governments pay almost all of the educational budgets.

   e. Most students who were in the fifth grade in the public schools in 1959-60 will graduate from college in 1971.

5. Why does education cost more today than it did five years ago?

6. For what reasons does education absorb more of the gross national product?

7. Why do people who have more education earn more money? Is this true in every type of employment.

8. How has automation affected education?

Questions for Small Group Discussion

1. Has education become too costly?

2. Should people without an education earn as much money as those who have received an education?

3. Should everybody go to school until he or she is 21?

D. Use of excerpts from magazine articles to help understand the struggle over who shall control the public school and what shall they teach.

Selection No. 1

One of several imperative issues in urban education is the need to change controls in the urban schools.

The subject of control has become a topic of concern in many quarters. For instance, the Coleman Report on Equality of Educational Opportunity talks about a sense of control as one of the important variables that determine Negro achievement. The Coleman report postulates that a Negro pupil's sense of control heightened as the proportion of white pupils in his environment is increased. Increasing the control factor, Coleman and associates contend, increases achievement. Yet the same Coleman Report also claims that while achievement increases in the integrated school, the self-concept of Negro pupils is diminished.

Other voices than Coleman's are speaking of control, actual control rather than a sense of control. Black people all over America are demanding that they be self-determining by controlling all factors in the ghetto: the economy, the politics, the schools, everything.

Returning to the Coleman Report, I am not surprised that young black children feel a sense of diminished self-esteem in an integrated school. Picture yourself being bused across town to the white school. Obviously your school wasn't good enough for you to learn there, or for white children to come and join you. So for your own good you had to be herded off on buses to the good school. Once there you might have to wade through jeering pickets to reach the building. Or if not that, than you encounter hostile teachers, some overtly, others subtly so. Most white students will ignore you, a few well-meaning ones will patronize you. Under such circumstances I find highly questionable Professor Coleman's assertion that black pupils do, indeed, achieve more because of a newly acquired sense of control. I would assert that a more logical explanation for increased achievement is a combination of the following:

1. The schools to which the black pupils were bused are middle-class white schools where there is considerable academic pressure. White middle-class parents demand that teachers teach. They accept no nonsense about missing library books and cognitive deficits.

2. Facilities in those schools are stable. They are permanent rather than substitutes. Children in those schools expect and have continuity. They have the same teacher every day, unlike children in the ghetto, who may have as many as 10 or more teachers in a single term.

3. Negro pupils learn because of the above factors and because the teachers expect their pupils to learn, and teach accordingly. I cannot understand how Negroes could feel a greater sense of control when as even Professor Coleman reveals, their self-esteem is lessened in the white school.

Because the control factor is alleged to be critical, and I believe that it is, let us look at the matter of control in terms of the ghetto school. It is hardly conceivable that any but a few children could feel a sense of control in the black school where the principal is white, the assistant principal and the counselors are white, the school engineer is white, the window-washers are white, and if the windows get broken the glaziers are white. And so is the superintendent of schools, even in Washington, D.C. It is virtually impossible for black pupils or black teachers to feel a sense of potency when from the top of the school system right to the boiler room they are administered, supervised, and manipulated by white people. This pattern of white dominance of black welfare and black interests is omni-present and pervasive in all areas of the black existence.

(From Changing Controls in Ghetto Schools by Donald H. Smith in Phi Delta Kappa, April 1968, pp. 451-3.)

Questions for Inquiry and Discovery

1. Why does Donald H. Smith feel that black students did well in white middle-class schools?

2. Why can't black students "feel a sense of control" in black schools?

3. Why would Mr. Smith feel that busing would not solve the problem of educating black students?

4. What are the conclusions of the Coleman report about the education of black students?

5. Why does Smith believe that the problems of education are also present in the larger society?

Questions for Independent Study

1. How has the Board of Education of the City of New York tried to improve the education of black students?

Follow up Activity

* Have the students read the rewritten passage and then answer the questions.

Black people throughout the nation are demanding control over their schools. More and more this control over the schools is important if black students are to be in control of their future.

The Coleman Report said that black students did better in integrated schools. But, they did better because these schools are more stable, teachers teach and facilities are better.

Questions for Inquiry and Discovery

1. Why are black people demanding control over schools in their neighborhood?
2. What did the Coleman report say?
3. Why does the writer feel that the black students who went to white schools did better?

Questions for Small Group Discussion

1. Does integration improve the education of black students?
2. Should black people take control of schools in their neighborhood?

Selection No. 2

Yet to recognize that a problem must be solved is not automatically to solve it. Whatever enthusiasts for the idea of community control may think, the failure of the New York School System throughout the country -- is more to be blamed on a lack of skill than on a lack of will. It is also, and perhaps mostly, to be blamed on a lack of money. There have always been techniques for increasing the effectiveness of education which have been neglected because they required more money than the city was able to pay. Nor has it been merely the teachers and supervisors who were deficient in skill; nobody, least of all the teachers' colleges, has offered definitive answers to the question of how children from "the other side of the tracks" can be adequately educated.

The teachers' colleges have nevertheless insisted that anyone who wants to teach must spend at least a year absorbing the non-answers available in education courses. This is certainly one of the factors which has made it increasingly difficult to recruit good teachers, although it is not of course the only one. Teaching often involves a degree of nervous strain which many people simply cannot face. Its material rewards are also limited; despite the substantial salary increases the United Federation of Teachers has won in recent years. New York City still starts its teachers at a considerably lower wage than its police and firemen.

---

* Recommended for Students Achieving Below Grade Level

But even if the school system were suddenly overwhelmed with highly qualified applicants, as it was in the early 30's, its main problems would persist. Indeed, despite the real difficulty in getting good teachers -- or any teachers -- the New York schools are today substantially better in terms of most indices than they were three decades ago. Average class size, for example, has fallen in the high schools by about a fourth since the 30's, and a similar decline has taken place in junior high and elementary schools. Average class size now ranges from 21.6 in kindergarten to 28.4 in "special service" junior high and intermediate schools -- those in disadvantaged areas -- and 30.1 in schools on that level elsewhere in the city.

The decline in class size, however, does not seem to have significantly improved the educational record of the elementary and junior high schools. In the Negro and Puerto Rican ghettos, the typical student is below the national reading norm from the first grade on; the median reading score in ghetto schools at the end of the ninth grade is two to three years behind the national average. Critics of the schools note that the scores fall further behind the norm as the student progresses through the grades. This is misleading: the rate of retardation is fairly constant. It should also be noted that the degree of retardation is lower in New York than for the same groups elsewhere in the country, especially in the South. Thus at every grade level there is a new infusion of children with even poorer educational backgrounds than those of the pupils already there (about a fourth of all junior high school graduates have migrated to the city at some time during their school career). Apart from the almost inevitably deleterious effect this has on the educational process itself, it pulls down the median score.

(From The New York School Crisis by Maurice J. Goldbloom
in Commentary Magazine, January 1969)

Questions for Inquiry and Discussion

1. Why does Maurice J. Goldbloom feel that the New York School system has failed?

2. Why is Goldbloom hostile to teachers' college?

3. How has the national educational failure adversely affected the New York educational system?

4. Why would Goldbloom probably not support community control?

Questions for Small Group Discussion

1. Does community control mean better schools?

2. Has integration improved the education of black students?

3. Can education solve the social problems of society?

4. How much power should students have over their education?

5. Can students judge their teachers fairly?

Follow-up Activity:

* Have the students read the rewritten paragraphs and answer the questions below:

The New York School system has failed because it has not been given enough money. This lack of money has kept the schools from doing many things which might have helped students.

* Recommended for Students Achieving Below Average

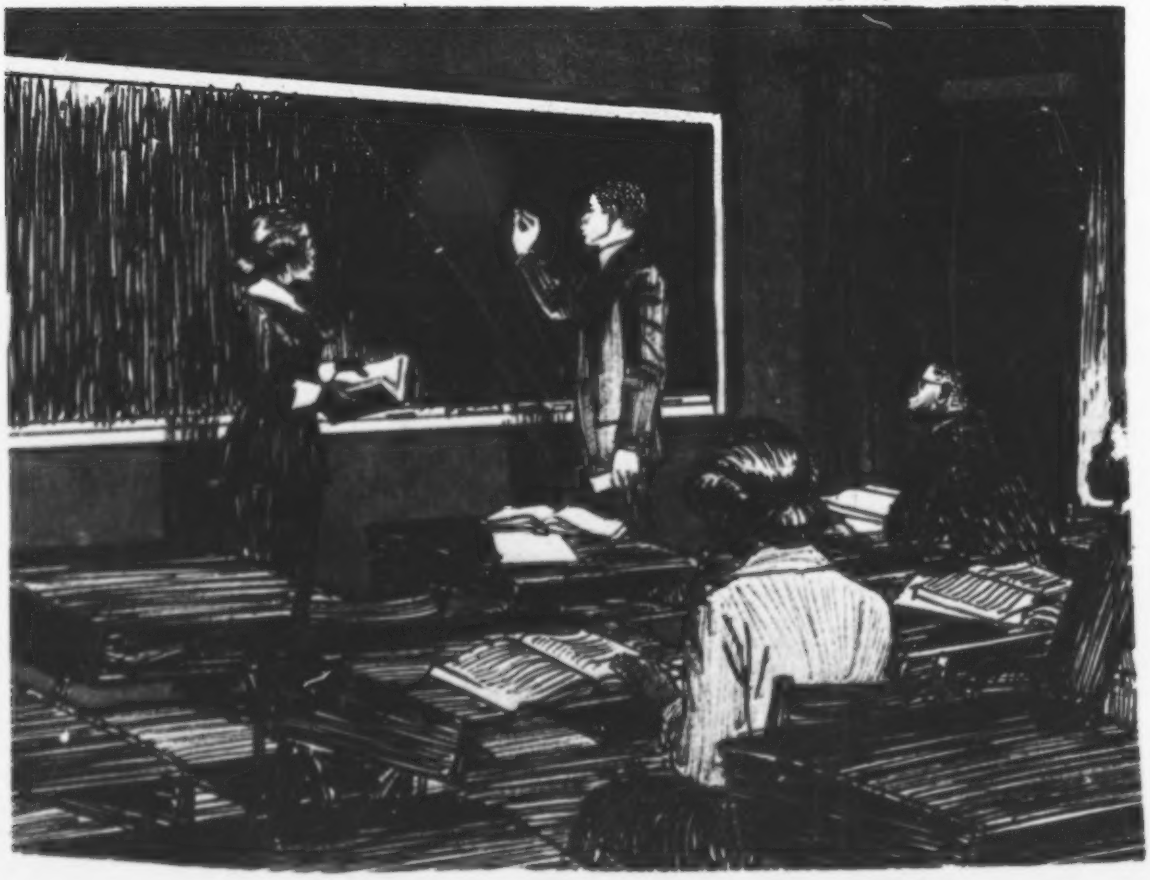
Also, although students fall behind in reading, some of this occurs because many students come to New York from areas outside New York which have poorer school systems.

Questions for Inquiry and Discovery

1. According to Goldbloom, what is the most important reason for the failure of the New York City school system?
2. How does the movement into New York of students from other places make the job of teaching more difficult in New York?
3. Do you think that this writer would be for community control?

E. Using a drawing to understand the current crisis in education

EBE color filmstrip, *"Separate But Equal"*



Questions for Inquiry and Discovery

1. Why is this a segregated school?
2. Why do some Afro-American groups favor this type of education?
3. How many schools like this already exist in New York City?
4. How would community control change this picture?

* Recommended for Students Achieving Below Grade Level

Questions for Small Group Discussion

1. Should all schools be integrated?

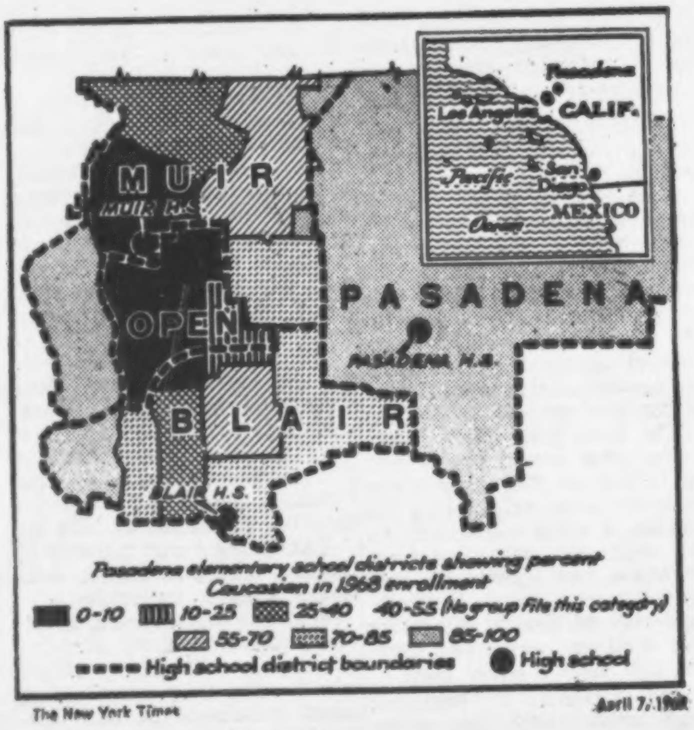
2. Should black students have black teachers and black school administrators?

F. Using a case study of Pasadena, California, to help understand racial imbalance in public education.

Schools in Pasadena Confronted by Classic Segregation Crisis

The New York Times

Students outside John Muir High School in Pasadena, Calif. Once a largely white school, within recent years white enrollment has declined while Negro enrollment has risen.


Pasadena
Los Angeles
CALIF.
Pacific Ocean
San Diego
MEXICO
MUIR
MUIR H.S.
OPEN
PASADENA
PASADENA H.S.
BLAIR
BLAIR H.S.
Pasadena elementary school districts showing percent Caucasian in 1968 enrollment
0-10
10-25
25-40
40-55 (No group fits this category)
55-70
70-85
85-100
High school district boundaries
High school

The New York Times

April 7, 1968

By ROY REED

Special to The New York Times

PASADENA, Calif. — A short guessing game: Which of these two high schools is in trouble?

1. Pasadena High has 400 more students than the 3,000 it was built to hold. Its small minority of Negroes refused to go to class last month because Negro girls were shut out in a pep squad election. The Negroes charged that the election had been rigged by racists.

2. John Muir High, housed across town in mellow old Spanish style buildings, could comfortably accommodate several hundred more students. Negro girls won three of eight places in the pep squad election at Muir last month. As the contestants mingled afterward, a Negro winner threw her arms around a white loser and sobbed with her to help assuage her disappointment.

If you guess that Pasadena High is the school in trouble, you may well be right. But that is not the correct answer in Pasadena.

Although the students of Muir fondly call theirs the "soul" school, they and their parents are painfully aware that Muir is steadily becoming a "Negro" school and that whites are abandoning it. It has begun to deteriorate in the same way that many segregated Southern schools deteriorate.

A Classic Northern Model

Federal investigators who have been studying Muir and other schools here believe that this city, the home of the Rose Bowl, has built a classic model of Northern style school segregation.

By that they mean that the Pasadena school authorities, without actually passing a law, have gone far toward establishing a segregated school system through such subtle methods as the selective assignment of students to schools where their race predominates, gerrymandering of school attendance boundaries and assigning Negro teachers to "Negro" schools and white teachers to "white" schools.

"These policies are no different from the worst experienced in the Deep South," says Paul Boyko, a lawyer for three Pasadena families whose lawsuit challenging the school board has been joined by the Justice Department.

The suit charges that the Pasadena School Board has officially discriminated against Negroes in violation of the Fourteenth Amendment and has created a system of de jure segregation, patched together under color of law and capitalizing on de facto housing segregation.

The charge of de jure segregation is one the Government has brought successfully against dozens of segregated school districts in the South.

Actions Outside South

Now, with lawsuits filed in Indianapolis, East St. Louis, Ill., Tulsa, Okla., and South Holland Mich., as well as Pasadena, the Government is testing the same approach against school districts outside the South where there seems to be more segregation than accidents of residential patterns could explain.

While the Justice Department plans other suits outside the South, the Department of Health, Education and Welfare is investigating about 40 Northern districts to determine whether any should lose Federal funds for violating the Civil Rights Act of 1964.

An official of the Department of Health, Education and Welfare estimated earlier this year that the South had overtaken the North in integrating its schools, thanks in part to a steady slippage toward segregation in the North. Pasadena shows how the slippage occurs.

This city was once separate and distinct, a resort for rich Californians with a taste for Spanish architecture. It is still affluent, but Los Angeles has pushed up to its southwest boundary and made it, willy nilly, into a suburb. Now it shares the smog, traffic and racial attitudes of its giant neighbor.

18 Per Cent Are Negro

At one time, it was fashionable for Los Angeles whites to flee to Pasadena to escape Negroes. But many brought Negro servants with them, and word of Pasadena's glories soon spread to the black communities of Los Angeles and elsewhere. Now, with a growing Negro professional population, 18 per cent of the community's 190,000 persons are black.

Many a white Pasadenan can step onto the veranda of his Spanish style house, look through the branches of his swaying palm tree and observe a black neighbor gazing back at him from under his own palm tree across the street.

Many Pasadena Negroes are said to live in poverty, but it is not open, obvious poverty that assaults the eye. What is called a slum here is a tree-lined street with space between the houses and a view, on an occasional smog-free day, of the San Gabriel mountains.

As the Negroes moved in, they populated a long north-south corridor that neatly sliced through the white community, leaving one large mass of whites on the east and another small batch of whites in a rich and particularly beautiful area on the west.

This created friction. The western whites, perhaps yielding to reality, became increasingly integrationist. The eastern majority, looking over its shoulder at what it saw as the predicament of the isolated westerners, became increasingly apprehensive and segregationist.

Muir High School's troubles began in earnest in 1960. The Negro corridor had almost surrounded it by then and a new school, Pasadena High, was built and opened for classes in the far eastern part of town. Several hundred whites from the eastern section were shifted to the new school.

The same year, Muir began losing what would finally add up to 800 to 900 more white students from neighboring La Canada, a white community on the west that withdrew from Pasadena and formed its own school district. Robert H. Finch, Secretary of Health, Education and Welfare, once lived there and still owns a house there.

The building of Pasadena High undoubtedly was necessary to relieve overcrowding. Even so, a few Negro leaders say that the black population might have been able to take advantage of the new school if there had not been a pattern of restrictive covenants in the sale of property that had helped to keep Negroes bunched together in the western part of town.

By the mid-1960's, some parents at Muir High had begun to suspect that the school board intended to allow their school to become all-Negro.

The board built a third high school, Blair, in 1964 and transferred some of Muir's Negro students there. But it transferred even more whites, so that Muir's white enrollment for the first time dropped below 60 per cent. Pasadena High still had only 5.4 per cent Negroes.

Muir parents began urging the board to bus white students from the Pasadena High area to Muir. The board responded by busing a few Negroes from an "open district" to Blair and Pasadena High.

In 1966, the board transferred another large bloc of white students from Muir to Blair.

Aroused parents at Muir stepped up their pressure on the board and in 1967 it relented, voting to return to Muir the white students from a large area in northeast Pasadena that had been taken away by Pasadena High in 1960.

Parents of the transferred whites reacted angrily. "Forced crosstown busing" became the No. 1 issue in that year's school board election.

"Our money should be spent for education rather than forced, unrealistic cross-town busing," declared a leaflet distributed by a group of conservatives.

A conservative majority was elected. Its first act was to cancel the plan, known as "Plan A," to bus the white students back to Muir.

"By rescinding Plan A," an angry parent told the board, "you not only neglected John Muir but you took a step that is now transforming this school into a ghetto school and indirectly this community into a ghetto community."

Without the added whites, the white enrollment at Muir fell below 50 per cent in the fall of 1967. Negro enrollment, which had been 16.4 per cent in 1961, was up to 38 per cent. The rest were Mexican-Americans and other minorities.

Two white fathers, James E. Spangler, a stockbroker, and Skipper Rostker, an insurance broker, and one Negro father, Wilton A. Clarke, a furniture manufacturer, joined resources and filed a lawsuit trying to force the board to go through with the redistricting. The state court warned the board to act, but it did nothing.

A team of investigators from the office for Civil Rights of the Department of Health, Education and Welfare visited Pasadena in 1968. They wrote a private report charging that the Pasadena board had violated the Civil Rights Act of 1964 by:

¶Assigning a vast majority of Negro teachers to schools with Negro student majorities.

¶Consistently refusing to assign additional white students to schools with heavy Negro enrollments, thus perpetuating racial imbalance in both elementary and secondary schools.

¶Gerrymandering a junior high school boundary to keep one school predominantly white and another predominantly Negro.

¶Manipulating elementary school zones to keep substantial numbers of Negro students out of predominantly white schools.

¶Assigning the better teachers to "white" schools.

¶Providing poorer facilities for "Negro" schools.

The three families took their suit to Federal Court shortly afterward and a little later the Justice Department intervened on their behalf. The suit is to be tried in a few months.

Pushed by a new school superintendent, Ralph W. Hornbeck, and his staff, the board has placed on the April 22 school election ballot a $34-million bond issue that, if it should pass, would satisfy the demands of the Negroes and the Muir parents.

Part of the money would be used to build two new high schools in a cluster around Pasadena High. Muir and Blair would be closed and all students would be bused to the three-school "cluster."

The bond issue seems to have little chance of passage. Several right-wing groups, including one called "SAM," for "Silent Aroused Majority," are fighting it effectively.

A group called Taxaction is distributing a leaflet telling white voters, "The vote of a prostitute living on welfare payments (your tax money) for her illegitimate children and paying no taxes whatsoever has a vote equal to yours on a proposal to increase taxes, which are a first lien against your home."

The same leaflet asserts that the bond issue and the cluster plan are the work of "left-wing extremists who use children as pawns in the game of 're-making the U.S.A.'"

Meanwhile, the "soul" school declines apace. The principal and two assistants resigned in despair last summer. The former superintendent, Paul Salmon, resigned in the fall, at least in part because of frustrations over the racial problem.

The district since 1961 has lost 2,800 white students, 90 per cent in the last three years. Retail sales in Pasadena were down 10 per cent the first quarter of 1968. The assessed valuation of property had been going up 5 per cent a year; it went up 1 per cent last year.

Mrs. Lynne Vernon, who has compiled statistics for the plaintiffs in the lawsuit, estimates that at the present rate whites will be in a minority in the Pasadena schools in three more years.

"We cannot remain a viable multi-racial community if caucasians continue to move out," she wrote in a background paper recently. "Unless this trend is reversed, we will have a segregated minority community in a very few years."

Questions for Inquiry and Discovery

1. How has the growth of Los Angeles affected Pasadena?
2. How did the movement of Negroes into Pasadena change the previous housing pattern?
3. Why did Muir High School begin to have troubles in 1960?
4. Why did parents of students in Muir High School want white students bused into Muir High School?
5. Why did many parents object to busing of their children?
6. Why did certain groups want a redistricting of school boundary lines?
7. In what ways did investigators for the Department of Health, Education and Welfare feel that the Pasadena Board of Education had violated the Civil Rights Act of 1964?
8. Why did the Pasadena Board of Education finally decide to ask for 34 million dollar bond issue?
9. Which groups were opposed to the new bond issue?
10. How would you change the boundary lines of the two high schools to increase racial balance in all the schools?
11. Does New York City have a similar problem?
12. What steps has New York taken to bring about better racial balance throughout the system?
13. Why are many groups in New York City opposed to busing as a method of improving racial balance?
14. Why do many groups in New York City feel that integration in education is really no solution to the educational problems in the City of New York?

Small Group Discussion

1. Would large scale busing of students help solve the problems in Pasadena?
2. If the school board redistricted its present two high schools, would this action help resolve the problems in Pasadena?
3. Would you agree or disagree that the civil rights of pupils in Muir High School had been violated?

G. Using Simulation to Explore Students' Value

After the students have studied the Pasadena School, they should assume that they are parents who send their children to either Pasadena High or John Muir High. Then they should elect from their number a school board which would be directly responsible for educational policy in the school district.

The board should then consider the charge made by federal investigators that this City "has built a classic model of northern style school segregation."

What action should the board take to meet this situation?

Which of the following courses of action should they, as parents, consider if the board does not make any meaningful changes?

a. Should they do nothing?

b. Should they try to influence board members?

c. Should they organize a school-wide boycott?

d. Should they delay paying their school taxes?

e. Should they try to organize their own state of candidates for the school board?

f. Should they try to physically take over the school buildings?

III. WHAT HAS BEEN THE IMPACT OF SCIENCE AND TECHNOLOGY ON AMERICAN LIFE?

Emphasis:

Science and technology have radically altered American social and cultural patterns.

A. Use of census statistics to understand urbanization:

Year	Rural	Urban	Density per sq. mile of land area
1790	3,727,559	201,665	4.5
1800	4,986,112	322,371	6.1
1810	6,714,422	525,459	4.3
1820	8,945,198	693,255	5.6
1830	11,738,773	1,127,247	7.4
1840	15,224,398	1,845,055	9.8
1850	19,648,160	3,543,716	7.9
1860	25,226,803	6,216,518	10.6
1870	28,656,010	9,902,361	13.4
1880	36,026,048	14,129,735	16.9
1890	40,841,449	22,106,265	21.2
1900	45,834,654	30,159,921	25.6
1910	49,973,334	41,998,932	31.0
1920	51,000,000	54,710,620 *	35.6
1930	52,000,000	70,775,046 *	41.2
1940	54,000,000	77,669,275	44.2
1950	54,229,675	96,467,686	50.7
1960	54,051,559	125,270,616	49.6

* Revised from official figures to reflect new definitions of "urban" and "rural" introduced in 1950. U.S. Bureau of Census.

Questions for Inquiry and Discovery

1. How do these statistics illustrate that we have changed from a rural to an urban society?

2. Why has the density of population risen so sharply in the last 50 years?

3. Has the pace of urbanization increased or decreased in the last 20 years? Explain.

4. How might these statistics change in 1970?

---

* Recommended for Students Achieving Below Grade Level

Questions for Individual Study

1. How have social problems changed as America became more urbanized?

2. Are cities growing as fast now as they have grown in the past?

3. Is the density of population in the United States still increasing?

4. Why are cities being replaced by metropolitan complexes?

Questions for Small Group Discussion

1. Does urban America have the nation's wealth and power?

2. Will rural America disappear by the end of the 20th century?

3. Can the values of rural America survive in an urban society?

B. Using of maps to show urban growth and sprawl

1.

NATURE AND DIMENSIONS OF THE METROPOLITAN COMMUNITY

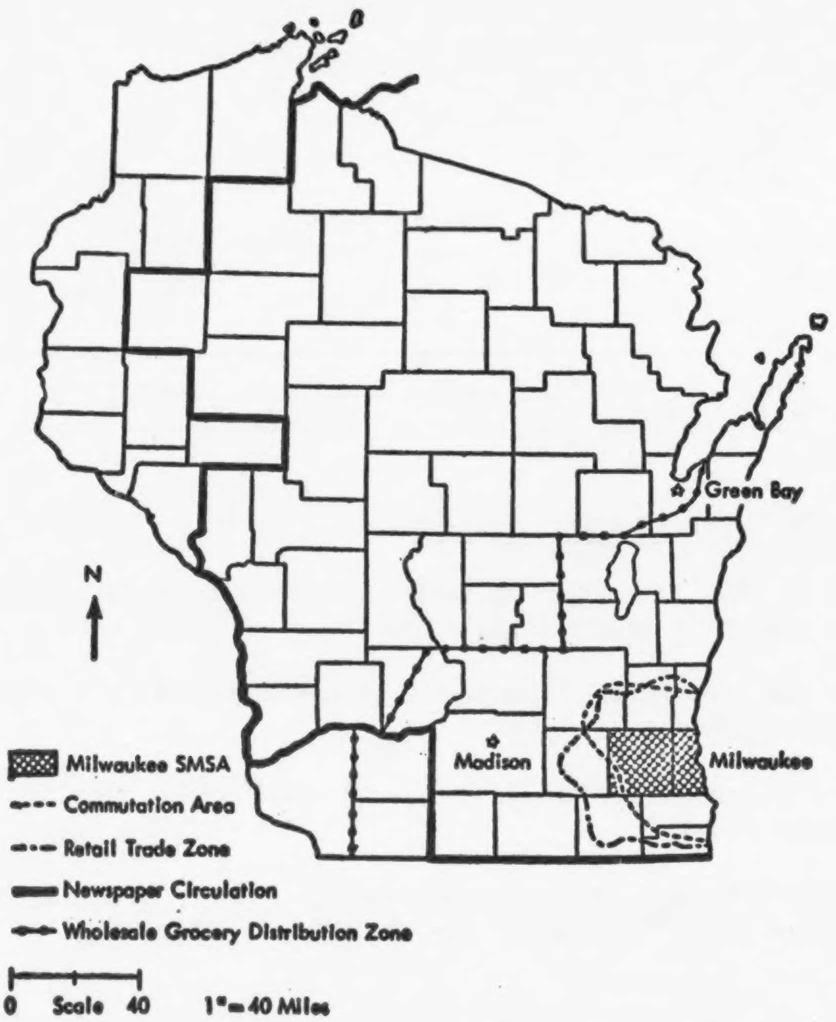

Green Bay
N
Madison
Milwaukee
▨ Milwaukee SMSA
Commutation Area
Retail Trade Zone
Newspaper Circulation
Wholesale Grocery Distribution Zone
0 Scale 40 1" = 40 Miles

Figure 2.2 Metropolitan Boundaries Based on Four Measures of Influence, Milwaukee SMSA, 1960. From Donn K. Haglund, *The Areal Extent of the Milwaukee Hinterland.*

Questions for Inquiry and Discovery

1. What is an S M S A?

2. How does this map show the influence of Milwaukee outside its city limits?

3. Why do people living outside the city of Milwaukee work in the central city?

4. Why does Milwaukee's newspaper circulation extend beyond its retail trade zone?

5. Is Milwaukee's pattern of influence true of other metropolitan areas? Why?

Questions for Small Group Discussion

1. Do cities dominate the suburban areas?

2. What would limit the cultural expansion of the urban areas?

3. Is the influence of urban areas decreasing?

2.

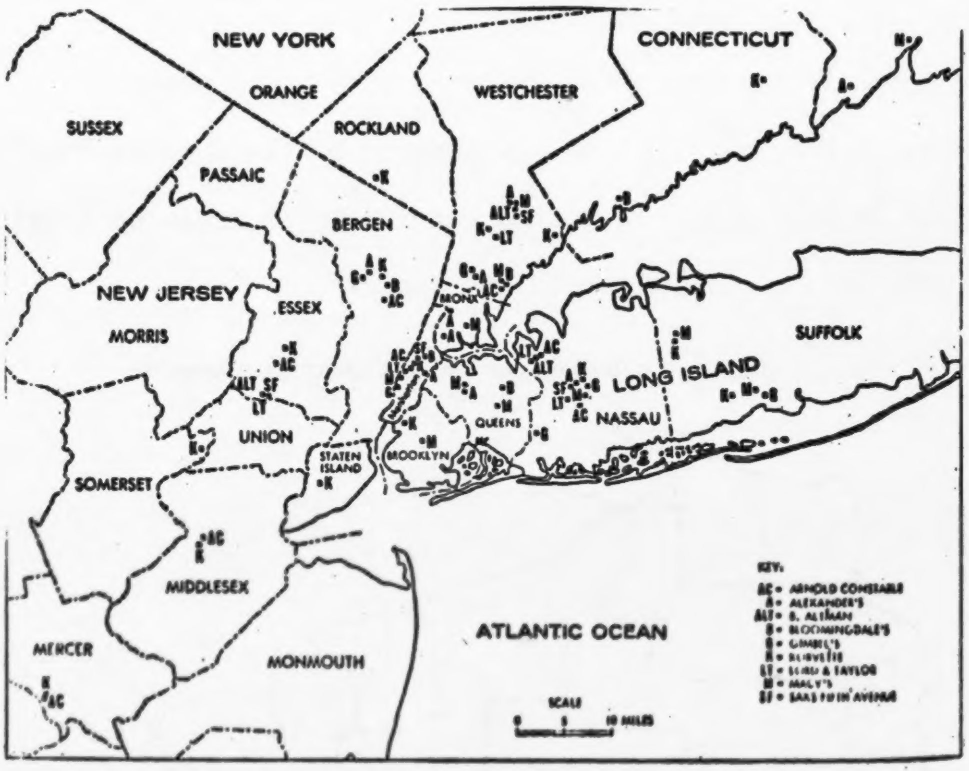

NEW YORK
CONNECTICUT
ORANGE
SUSSEX
ROCKLAND
WESTCHESTER
PASSAIC
BERGEN
NEW JERSEY
ESSEX
MORRIS
BRONX
QUEENS
LONG ISLAND
SUFFOLK
NASSAU
UNION
STATEN ISLAND
BROOKLYN
SOMERSET
MIDDLESEX
MERCER
MONMOUTH
ATLANTIC OCEAN
SCALE
0
5
10 MILES
KEY:
AC = ARNOLD CONSTABLE
A = ALEXANDER'S
ALT = B. ALTMAN
B = BLOOMINGDALE'S
G = GIMBEL'S
K
LT = LORD & TAYLOR
M = MACY'S
SF = SAKS FIFTH AVENUE

Figure 5.3 Spread of Downtown Stores in the New York Metropolitan Area. Source: Regional Plan Association, Inc., New York City.

Questions for Inquiry and Discovery

1. What does this map tell us about the growth of department stores in the New York metropolitan area?

2. Why do the number of department stores decrease the further away we go from the central city?

3. Why are there more stores in Queens and Nassau than in Staten Island or Morris County?

4. What other things can a map of the spread of downtown stores tell us besides the location of new department stores?

3.

THE METROPOLIS

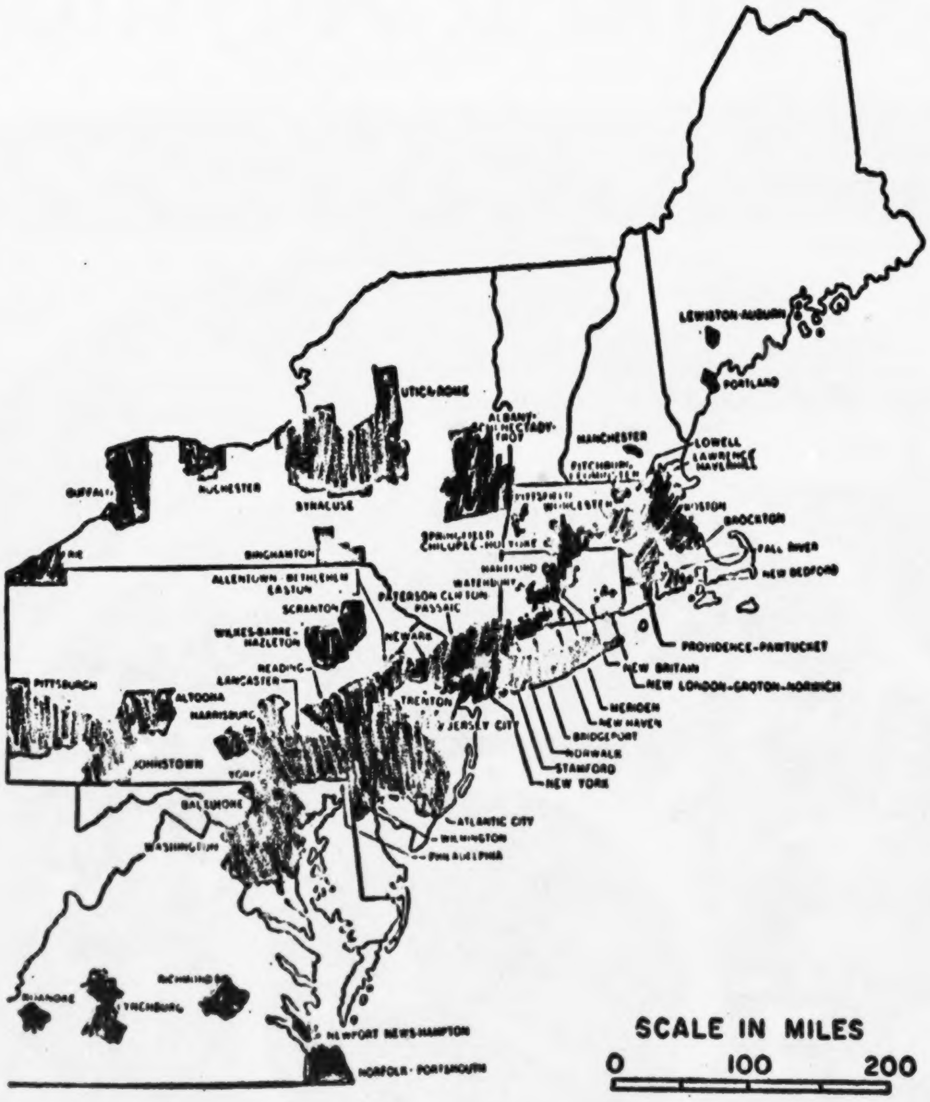

LEWISTON-AUBURN
PORTLAND
UTICA-ROME
ALBANY-SCHENECTADY-TROY
MANCHESTER
LOWELL
LAWRENCE HAVERHILL
FITCHBURG-LEOMINSTER
PITTSFIELD
WORCESTER
BOSTON
BROCKTON
FALL RIVER
NEW BEDFORD
SYRACUSE
ROCHESTER
SPRINGFIELD CHICOPEE-HOLYOKE
BINGHAMTON
HARTFORD
WATERBURY
ALLENTOWN-BETHLEHEM EASTON
PATERSON CLIFTON PASSAIC
SCRANTON
WILKES-BARRE-HAZLETON
NEWARK
PROVIDENCE-PAWTUCKET
READING
LANCASTER
NEW BRITAIN
NEW LONDON-GROTON-NORWICH
PITTSBURGH
ALTOONA
HARRISBURG
TRENTON
MERIDEN
NEW HAVEN
JERSEY CITY
BRIDGEPORT
NORWALK
JOHNSTOWN
YORK
STAMFORD
NEW YORK
BALTIMORE
ATLANTIC CITY
WILMINGTON
WASHINGTON
PHILADELPHIA
RICHMOND
ROANOKE
LYNCHBURG
NEWPORT NEWS-HAMPTON
NORFOLK-PORTSMOUTH
SCALE IN MILES
0
100
200

Figure 2.1 Megalopolis of the Eastern United States, 1960. Source: U.S. Bureau of the Census, *Census of Governments: 1962*, Vol. I, p. 23.

Questions for Inquiry and Discovery

1. What does this map tell us about the geographical limits of cities?

2. Why does the land mass between Boston to Washington seem like one large metropolitan area?

3. Why would a car trip from Boston to Washington, D.C., appear to be repetitious?

C. Using a photograph to illustrate a problem of urbanization

Anyone Find It Anymore?

(From Urban World, May 1, 1969)

Questions for Inquiry and Discovery

1. What urban problems are indicated in the photograph?
2. How has the rapid movement of people into central cities created this problem?
3. Why do urban populations have limited space in their apartments, schools, factories and office building?
4. How have automobiles brought us closer together?

Questions for Small Group Discussion

1. Are cities dying because they are too big?
2. Should the federal government step in and make sure there will be enough open space for all of us?
3. Should builders be forced to construct larger apartments and allow for more open space around their apartment buildings?
4. How can local governments deal effectively with the problem created by increasing numbers of poor people moving into cities?
5. Should the federal government pay people to move out of the cities?

Follow up Activity:

* Show the film, A Matter of Survival (Part II of Cities in Crisis, Universal Pictures 1969)

Summary of Film

The film begins with a colorful montage of the urban environment. It brilliantly captures the variety and frenzy of city life. Noting this, the film explores, visually and verbally, two important urban problems: clean air and clear water. The exploration of these problems contrasts deftly our rural and urban environment. The film ends on a note of challenge - Can we solve these problems and survive?

Understandings to be Developed:

The city is a unique form of social organizations.

Urbanizations have dramatically changed our lives.

Urbanizations have created serious problems which must be solved if we are to survive.

Concepts to be Developed:

Change is our inevitable condition of life. (H)

Where man lives influences the way we live. (G)

All human beings have certain basic needs. (A-S)

Method:

Before viewing the film. Ask the class to list ten items without which life in the city would be impossible. Then, discuss with the class why each item is important.

While viewing the film . Have the students answer the following questions:

Questions for Inquiry and Discovery

1. Which items on your list can be found in the movie?
2. Why does the city seem so oppressive in the movie?
3. What problems does the film present?
4. How are the problems described created by man himself?
5. What solution, if any, does the film offer to the problems it presents?

Follow up Activities

a. Develop with the class a check list of five important problems which exist in almost every American city. Then, ask the class to survey their own neighborhood to see which of the problems listed exist in them.

** b. Have a panel of the students read Jane Jacob's book, "The Death of Cities" and develop a simple 8 MM film to illustrate just one aspect of a problem mentioned in the book.

c. Take the class on a bus ride around the metropolitan area. Identify some of the urban problems mentioned in the movie.

Some Suggested Additional Sources:

Books

City Planning Commission edition, The First Comprehensive Plan for New York City, New York, Dept. of City Planning of New York City, 1969.

Bollens and Schmandt, The Metropolis: Its People and Economic Life, New York, Harper & Row, 1965

Canty, Donald, ed. The New City. New York: Frederick Praeger, 1968.

Editors of New York Times. The Changing City, New York, New York, 1969.

Films:

Lewis Mumford on the City
Part I The City: Heaven and Hell
Part II The City: Cars or People
Part III The City and Its Regions
Part IV The Heart of the City

Filmstrips:

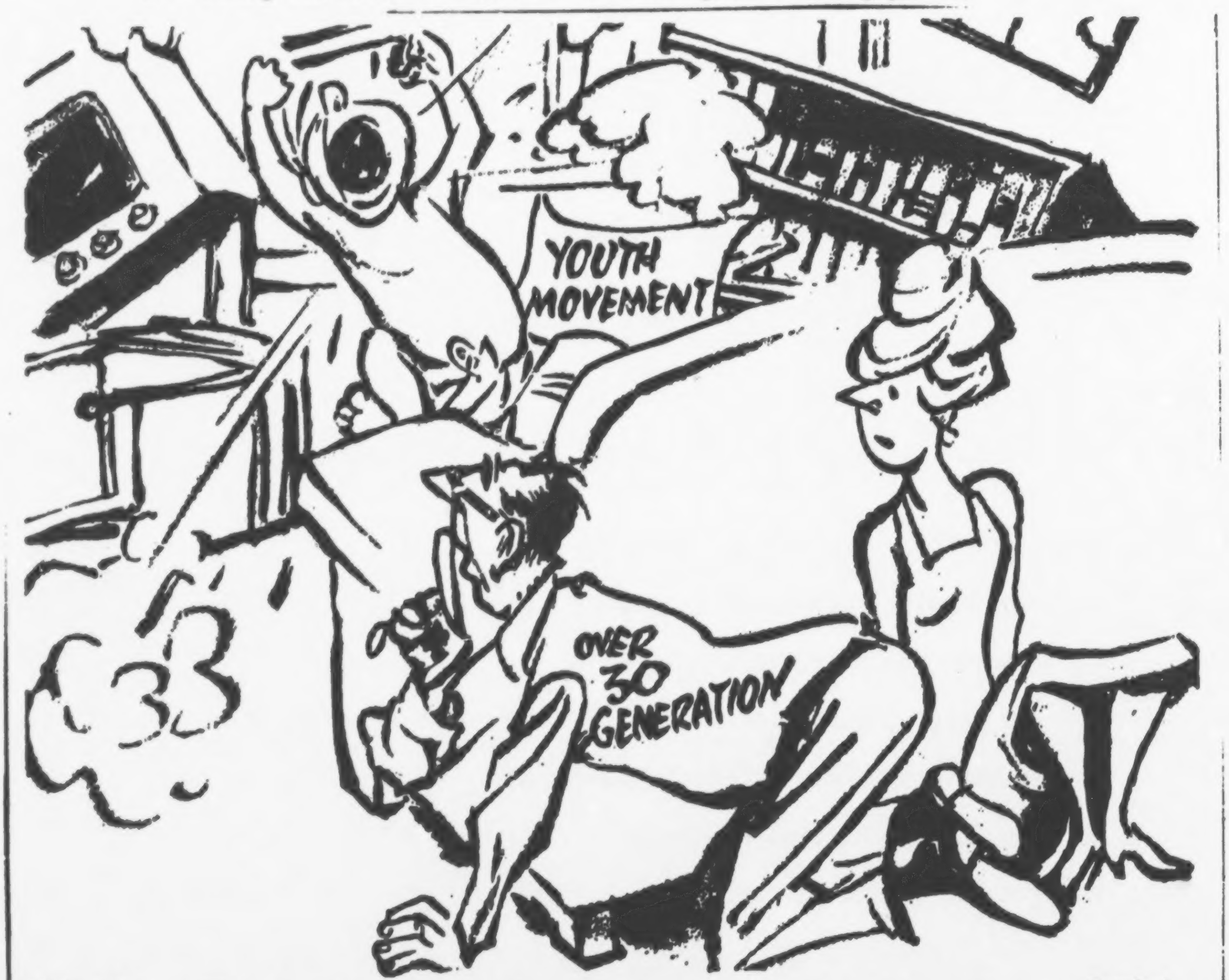
44530.77 Why and How Cities Grow
5900.13 Future of Our Town

Audiovisual Kit

Special Report: Cities U.S.A. Guidance Associates, Pleasantville, N.Y.

** Recommended for Students Achieving Above Grade Level

D. Using cartoons to understand the "generation gap"



"Sshh... They say he's trying to tell us something!"

Crawford
© 1968, NEA

Questions for Inquiry and Discovery

1. What is happening in the cartoon?
2. Why are the people over 30 sitting behind the sofa?
3. How does this cartoon indicate that there is a "failure to communicate"?
4. How does this cartoon help us understand some of the reasons for differences between teachers and students.

Questions for Small Group Discussion

1. Can people over age 30 understand people under age 30?
2. How can students communicate better with teachers?
3. What is the best way to bridge the "generation gap"?
4. Has the advance of technology made communication between generations impossible?

Questions for Individual Study

1. Is student activism on the campuses a result of the "failure to communicate"?
2. Which colleges have best been able to bridge the "generation gap"? Why?

Follow up Activity

Play sequences I, II, VII, X, XI and show the accompanying frames from the audio-visual kit. The Alienated Generation (Guidance Associates, Pleasantville, New York). Have the class consider the following questions as they listen to the record and see the accompanying frames from the filmstrip:

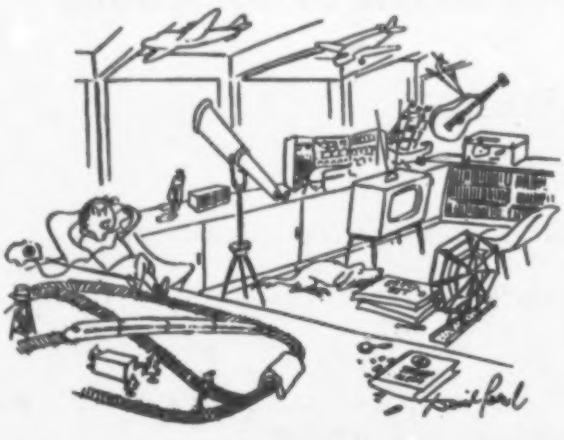
Questions for Inquiry and Discovery

1. What is a hippie?
2. How can you tell if someone is a hippie?
3. What do hippies want?
4. How do the songs, "The Times Are Changing" and "Hara Kristina" help us understand why people becomes hippies?

Questions for Small Group Discussion

1. Are hippies societies' dropouts?
2. Who becomes a hippie?
3. Are hippies dissatisfied idealists who want a better world?
4. Is the hippie way of life attractive?
5. Why do many hippies use drugs?

E. Using a cartoon to illustrate the problems of an affluent society



"Oh, nothing much. I have to stay in my room. I'm being punished."

DAVID PASCAL, SATURDAY REVIEW

Questions for Inquiry and Discovery

1. Is this child really being punished? Explain.
2. Why does his punishment seem laughable?
3. Why does this child have so many games and toys?
4. Is the child in this cartoon typical of many American children? Explain.

Questions for Small Group Discussion

1. Does wealth create problems?
2. Does everyone have as much as this child?
3. How do you punish a youngster who has everything?

F. Using statistics to show the influence of science and technology on American population in the 1970's.

CHANGING AMERICA

What 1970 Census Will Show

3 TIMES AS MANY CITY DWELLERS AS RURAL AMERICANS

	1960	1970 (est.)
Americans in urban areas	125,269,000	150,000,000
		UP 19.7%
Americans [illegible]	54,054,000	53,450,000
		DOWN 1.1%

[illegible]

WOMEN INCREASING FASTER THAN MEN

	1960	1970 (est.)
Males in U. S.	89,011,000	100,400,000
		UP 12.8%
Females in U. S.	90,996,000	104,400,000
		UP 14.7%

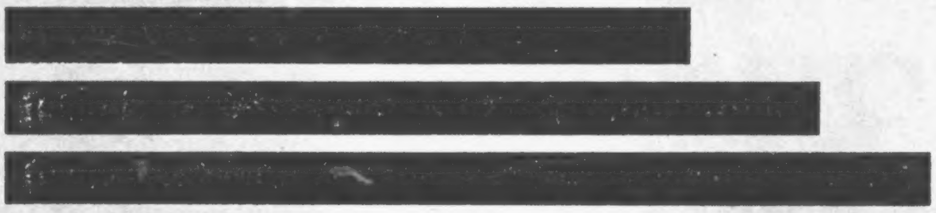
At the start of the 1960s, there were 1,985,000 more women and girls than men and boys in the U. S. The 1970 census will show 4,000,000 more females than males.

Source: 1960, U. S. Census Bureau; 1970, projections by USN&WR Economic Unit, based on census estimates through 1968.

'70 CENSUS FORECAST

NEARLY 205 MILLION AMERICANS—BUT POPULATION GROWTH IS SLOWING

U. S. POPULATION



Americans increased by 24,793,000, or 13.8 per cent, in the 1960s—substantially less than in the 1950s, when the increase was 28,289,000, or 18.6 per cent.

Source: 1950, 1960, U.S. Census Bureau; 1970, projections by USN&WR Economic Unit, based on Census estimates through 1968

Copyright © 1969. U. S. News & World Report, Inc.

THE NEW PICTURE OF AMERICANS BY RESIDENCE AND RACE

	Whites		Negroes	
	1960	1970 (est.)	1960	1970 (est.)
Central cities	48,800,000	46,800,000	9,800,000	12,100,000
Suburbs	55,700,000	74,400,000	2,900,000	4,400,000
Small towns and other nonfarm areas	42,500,000	49,400,000	4,600,000	5,100,000
Farms	11,800,000	7,800,000	1,510,000	1,100,000
TOTAL U. S.	**158,810,000**	**178,400,000**	**18,900,000**	**22,800,000**

WHITE Americans increased by 19.6 million, or 12.3%, in the 1960s, while Negro Americans increased by 3.9 million, or 20.6%. Central cities lost an estimated 2 million whites and gained about 2.3 million Negroes.

Note: Details may not add to totals because of rounding. Figures exclude persons living overseas, and nonwhites other than Negroes, estimated at 1.6 million in 1960 and 2.3 million in 1970.

Source: 1960, U.S. Census Bureau; 1970, projections by USN&WR Economic Unit, based on census data

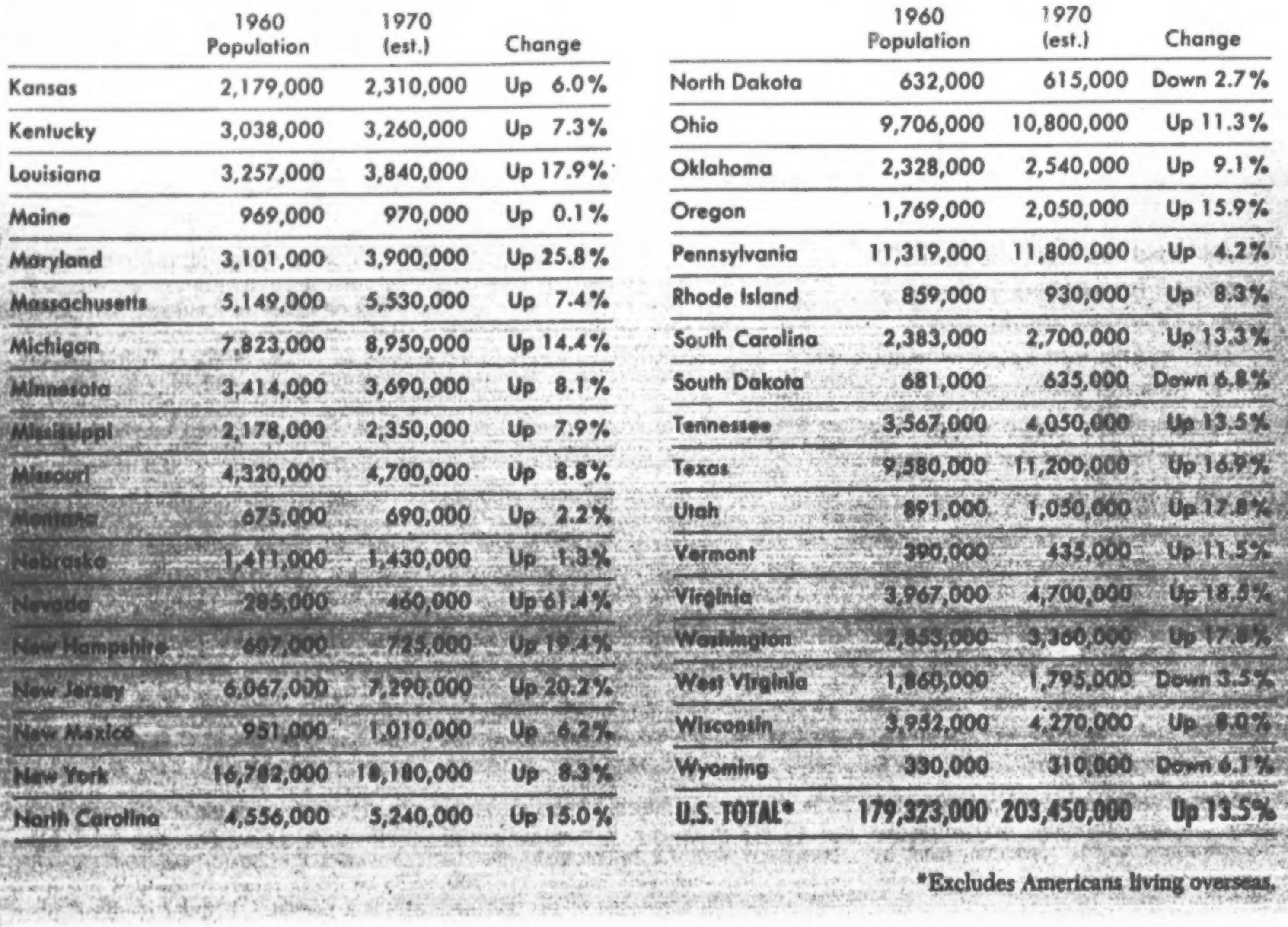
MORE HIGHER-INCOME FAMILIES . . . FEWER PEOPLE IN POVERTY

	White Families		Negro Families	
Yearly Income	1960	1970 (est.)	1960	1970 (est.)
Under $3,000	7,800,000	3,000,000	1,900,000	1,000,000
$3,000—$4,999	8,100,000	3,900,000	1,000,000	900,000
$5,000—$6,999	10,000,000	4,600,000	600,000	1,000,000
$7,000—$9,999	8,700,000	11,100,000	300,000	900,000
$10,000—$14,999	4,600,000	13,900,000	200,000	700,000
$15,000 plus	1,600,000	9,700,000	20,000	400,000
	Whites		Negroes	
Persons living in poverty*	27,500,000	13,600,000	10,500,000	6,400,000

INCOME gains are dramatic for both white and Negro families. Median income for Negro families has doubled since 1960 to an estimated $6,500 in 1970. Median income for white families rose 65 per cent, to $9,600.

*[illegible] persons or members of families with incomes below officially designated "poverty" levels, set at $3,0[illegible]0 per year in 1960 and $3,[illegible] in 1968 for a nonfarm family of four.

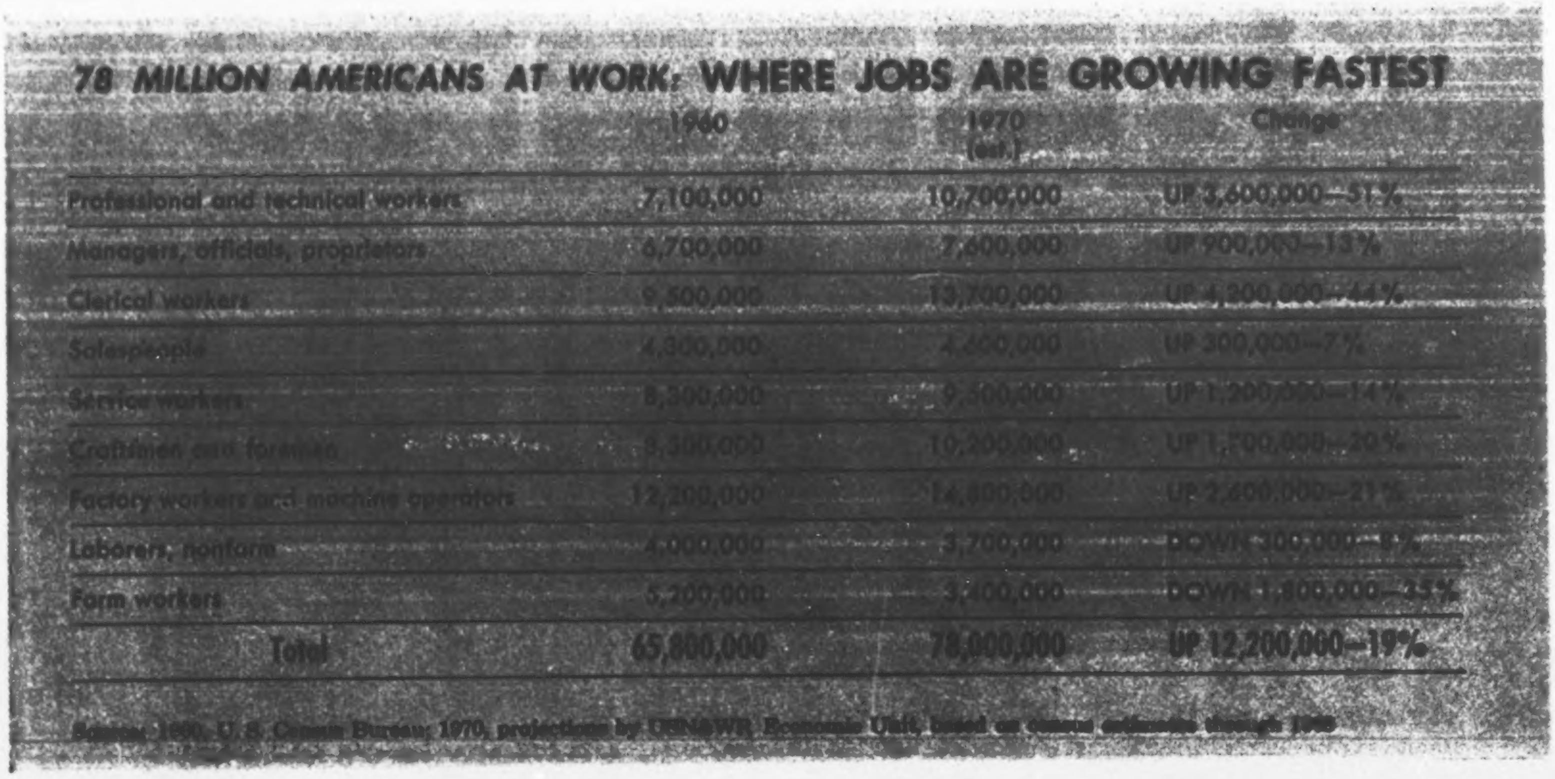
[illegible] 1960, U.S. [illegible] 1970, projections by USN&WR Economic Unit, based on census estimates through 1968



	1960 Population	1970 (est.)	Change
Kansas	2,179,000	2,310,000	Up 6.0%
Kentucky	3,038,000	3,260,000	Up 7.3%
Louisiana	3,257,000	3,840,000	Up 17.9%
Maine	969,000	970,000	Up 0.1%
Maryland	3,101,000	3,900,000	Up 25.8%
Massachusetts	5,149,000	5,530,000	Up 7.4%
Michigan	7,823,000	8,950,000	Up 14.4%
Minnesota	3,414,000	3,690,000	Up 8.1%
Mississippi	2,178,000	2,350,000	Up 7.9%
Missouri	4,320,000	4,700,000	Up 8.8%
Montana	675,000	690,000	Up 2.2%
Nebraska	1,411,000	1,430,000	Up 1.3%
Nevada	285,000	460,000	Up 61.4%
New Hampshire	607,000	725,000	Up 19.4%
New Jersey	6,067,000	7,290,000	Up 20.2%
New Mexico	951,000	1,010,000	Up 6.2%
New York	16,782,000	18,180,000	Up 8.3%
North Carolina	4,556,000	5,240,000	Up 15.0%

	1960 Population	1970 (est.)	Change
North Dakota	632,000	615,000	Down 2.7%
Ohio	9,706,000	10,800,000	Up 11.3%
Oklahoma	2,328,000	2,540,000	Up 9.1%
Oregon	1,769,000	2,050,000	Up 15.9%
Pennsylvania	11,319,000	11,800,000	Up 4.2%
Rhode Island	859,000	930,000	Up 8.3%
South Carolina	2,383,000	2,700,000	Up 13.3%
South Dakota	681,000	635,000	Down 6.8%
Tennessee	3,567,000	4,050,000	Up 13.5%
Texas	9,580,000	11,200,000	Up 16.9%
Utah	891,000	1,050,000	Up 17.8%
Vermont	390,000	435,000	Up 11.5%
Virginia	3,967,000	4,700,000	Up 18.5%
Washington	2,853,000	3,360,000	Up 17.8%
West Virginia	1,860,000	1,795,000	Down 3.5%
Wisconsin	3,952,000	4,270,000	Up 8.0%
Wyoming	330,000	310,000	Down 6.1%
U.S. TOTAL*	**179,323,000**	**203,450,000**	**Up 13.5%**

*Excludes Americans living overseas.



78 MILLION AMERICANS AT WORK: WHERE JOBS ARE GROWING FASTEST

	1960	1970 (est.)	Change
Professional and technical workers	7,100,000	10,700,000	UP 3,600,000—51%
Managers, officials, proprietors	6,700,000	7,600,000	UP 900,000—13%
Clerical workers	9,500,000	13,700,000	UP 4,200,000—44%
Salespeople	4,300,000	4,600,000	UP 300,000—7%
Service workers	8,300,000	9,500,000	UP 1,200,000—14%
Craftsmen and foremen	8,500,000	10,200,000	UP 1,700,000—20%
Factory workers and machine operators	12,200,000	14,800,000	UP 2,600,000—21%
Laborers, nonfarm	4,000,000	3,700,000	DOWN 300,000—8%
Farm workers	5,200,000	3,400,000	DOWN 1,800,000—35%
Total	**65,800,000**	**78,000,000**	**UP 12,200,000—19%**

Source: 1960, U. S. Census Bureau; 1970, projections by USN&WR Economic Unit, based on census estimates through [illegible]

(With permission from U.S. News and World Reports, June 8, 1969.)

Questions for Small Group Discussion

1. Will the increase in America's family income eliminate poverty?

2. What problems will increase as more Americans move into the cities?

3. Can urban America survive an increase in population?

4. Is rural America dying?

5. Are we going to be a completely middle class society?

6. Will Negro family income ever equal white family income?

Follow up Activities

*a. Ask the students to find out from their parents whether in the last 10 years they have:

    1. Changed their place of residence
    2. Experienced a change in income

    then, the students should discuss the reasons for these changes in class.

b. Have the students assume that they have just read the census of 1980. Then, organize the class in four panels each of which will discuss one of the four aspects listed below:

    a. Change in family income
    b. Change in size of urban areas
    c. Change in farm population
    d. Influence of technology on population changes

Questions for Inquiry and Discovery

1. What kind of changes will the census of 1970 show in the areas of:

    a. Size of population
    b. Location of population
    c. Distribution by sex
    d. Family income

2. Why has there been a significant increase in America's urban population?

3. Why has America's family income continued to increase?

4. Why do these statistics seem to indicate that there will be less poverty in the United States in the 1970's than existed during the 1960's?

5. How has the growth of technology helped bring about the changes which these statistics show?

6. Why will there be less white residents in the central city in the 1970's than in the 1960's?

7. Why will Negro families continue to have a significantly lower income than white families?

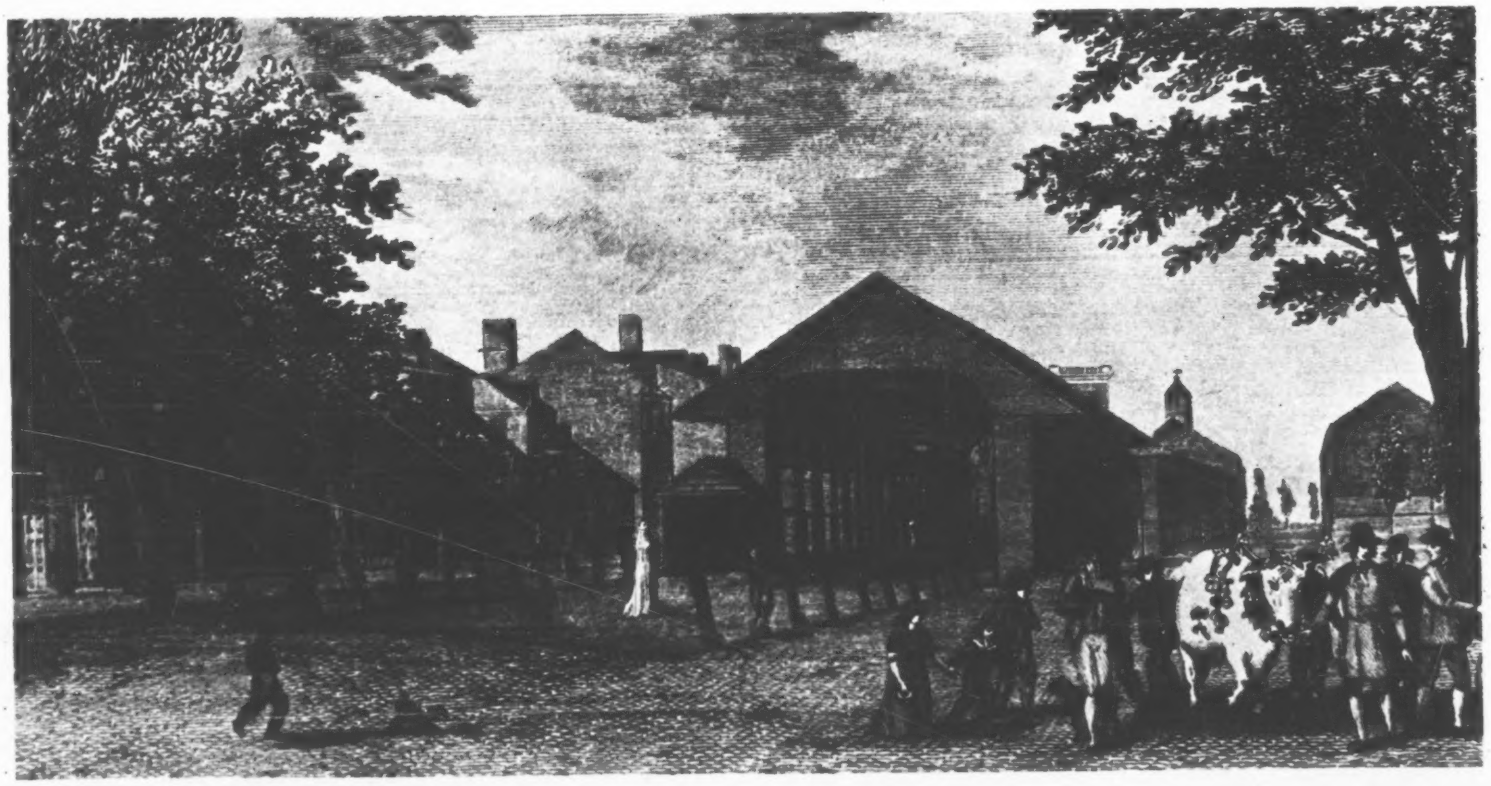
* Recommended for Students Achieving Below Average

IV. - HOW HAS AMERICAN ART AND ARCHITECTURE REFLECTED DIFFERENT ECONOMIC AND CULTURAL EXPERIENCES

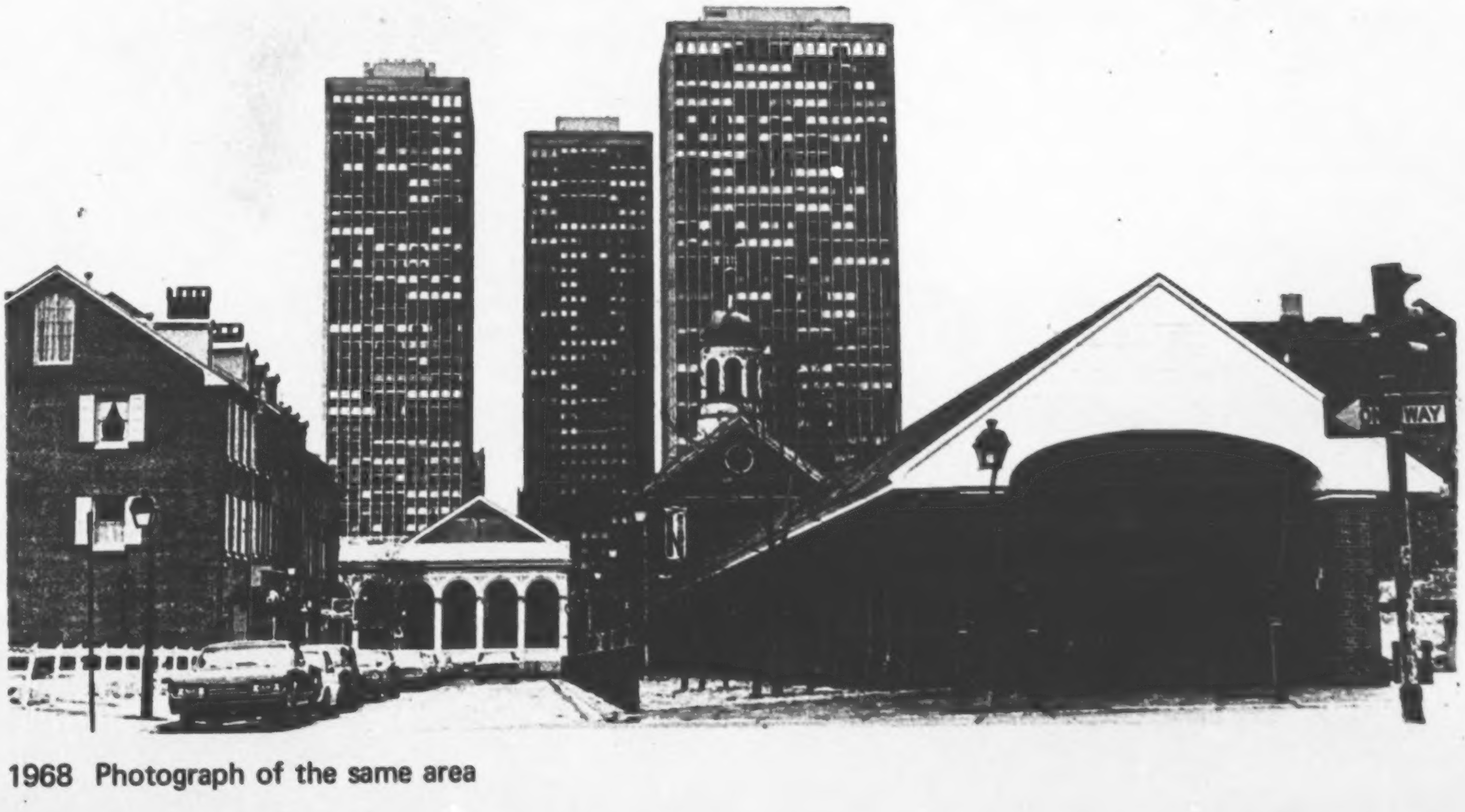
Emphasis:

Art and architecture reflect directly or indirectly the economic and cultural needs and values of the society

A. Use of a painting and photograph to indicate architectural change



1776 Head House Market, Philadelphia



1968 Photograph of the same area

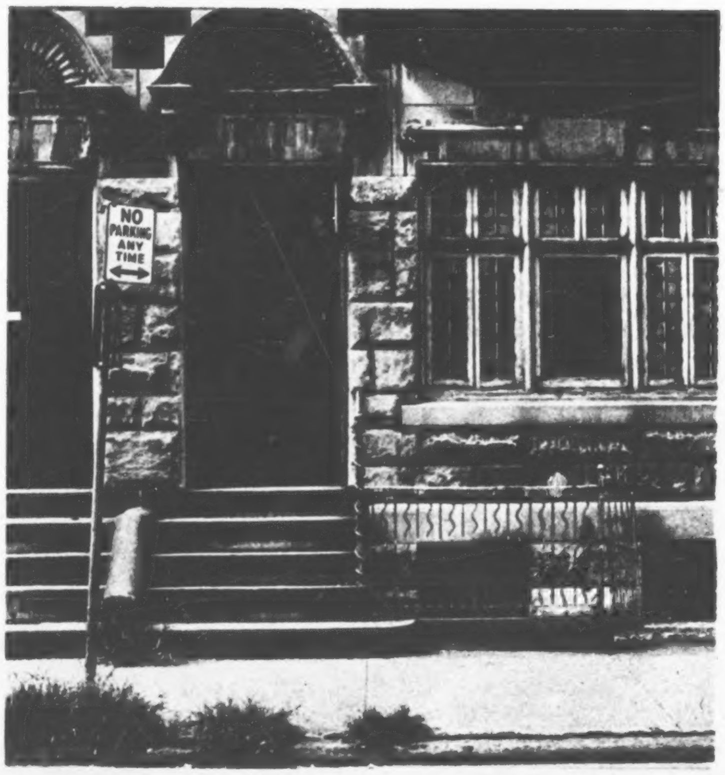
Questions for Inquiry and Discovery

1. How do these pictures indicate enormous architectural changes?
2. How do these architectural changes indicate a change in technology?
3. How do these changes indicate that there has been enormous social change within American society?
4. Which architectural features have remained in spite of the enormous changes that have taken place? Why?
5. Which of these architectural features make for a more comfortable life?
6. Do any of these architectural changes make for an emphasis of religious life? Explain your answer.

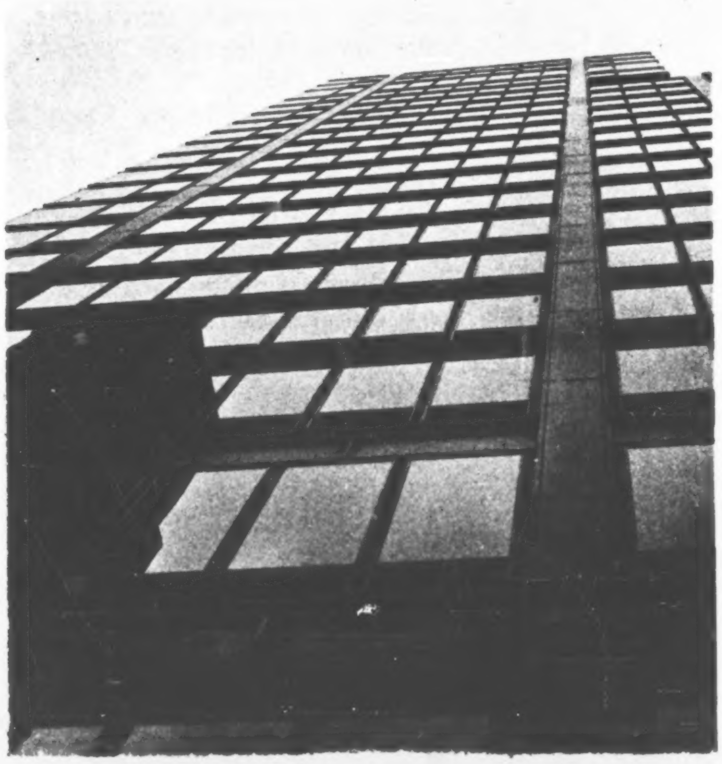
Questions for Small Group Discussion

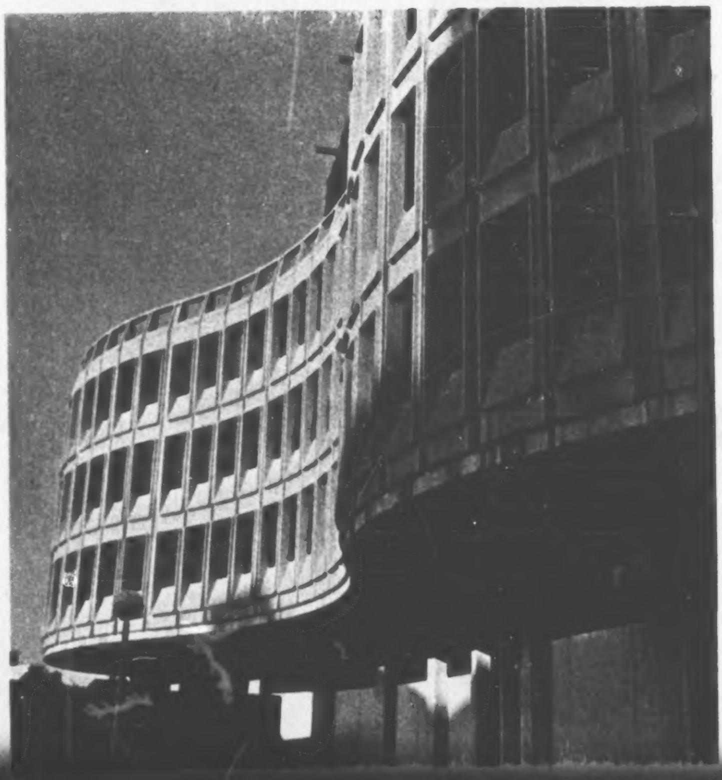
1. Can the shape and size of building affect our lives?
2. Should we preserve our historical landmarks?

B. Use of photographs of different types of architecture to indicate the variety of styles and materials in American buildings



NO
PARKING
ANY
TIME





Questions of Inquiry and Discovery

1. How are each of these buildings different?

2. How do these buildings differ in the materials they use?

3. Why is glass, steel and concrete in greater use today for building materials than 50 years ago?

4. Why is there more architectural variety today than existed 50 years ago?

5. Which of these buildings is obviously the oldest? How can you tell?

6. How do the changes in the buildings indicate a somewhat different pattern of life?

7. Which of these buildings would you rather live in? Why?

Follow up Activities

The New York Chapter of the American Institute of Architects published an excellent architectural guide entitled: A.I.A. Guide to New York City, edited by Norval White and Eliot Willensky (New York: The MacMillan Co., 1969).

*a. The teacher, using the guide, can take his students on an architectural tour around the neighborhood of the school. As the walk progresses, the teacher should point out the different historical styles and the use of different building materials. After the walk, have the class discuss what the different styles and materials tell us about our cultural heritage.

*b. Students should be asked to draw some of their neighborhood buildings. These illustrations should be placed around the room.

c. Have the students illustrate buildings of unusual architectural interest in New York City. Then, hold the pictures up in front of the class and see if the class can identify the building and its unusual features.

**d. Ask the students to locate examples of the following different types of architecture in the City of New York:

1. Colonial
2. Georgian - Federal
3. Greek Revival
4. Italianate
5. Gothic Revival
6. Classical Revival
7. Romanesque Revival
8. Modern

Visual examples of all these different styles can be found on page 5 of Guide to New York City.

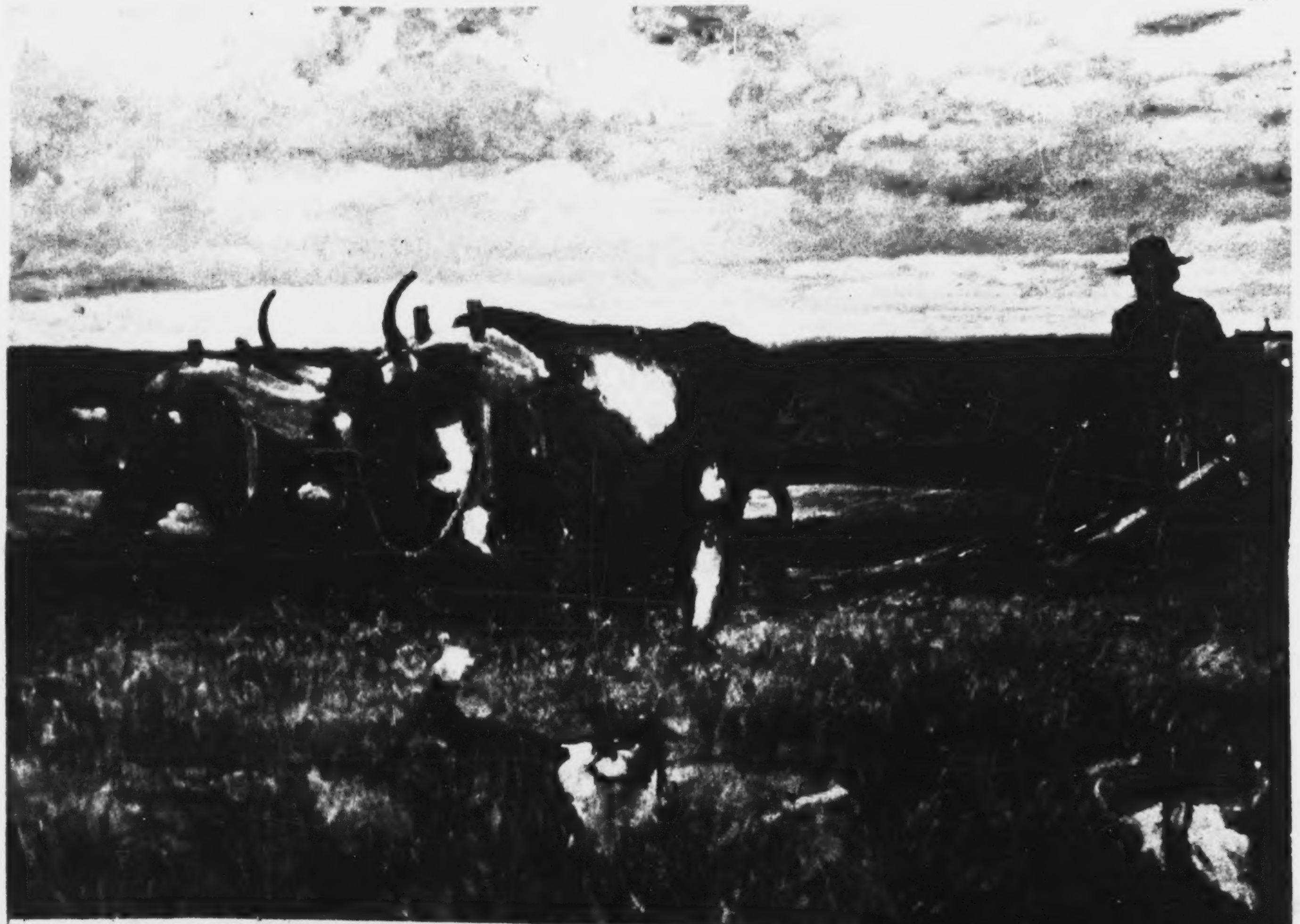
e. After the students have identified examples of the eight major architectural styles listed above, have the class discuss how each distinctive style illustrates the economic and social values of the Americans who built them.

**f. New York City has many examples of buildings designed by many world reknowned architects and architectural firms of the 20th century, have the students locate at least one building designed by the following:

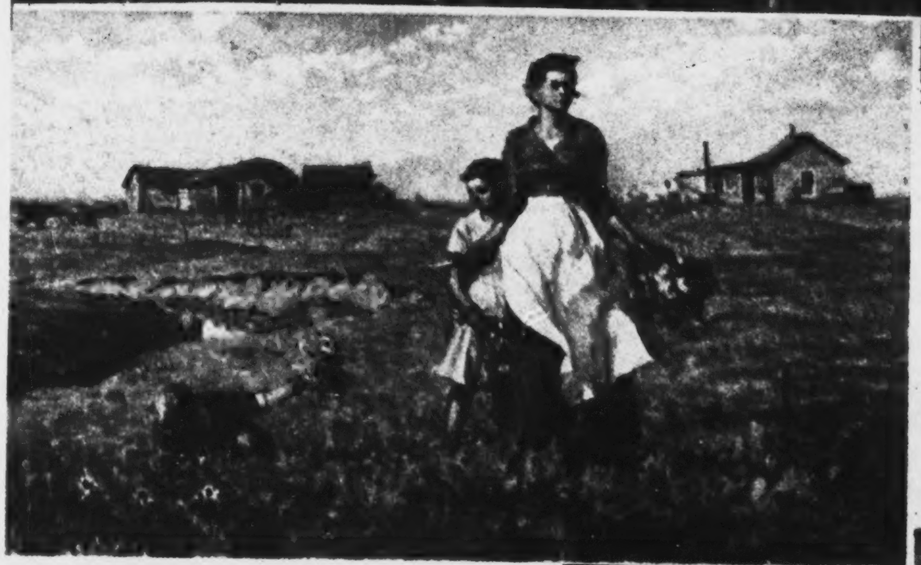
* Recommended for Students Achieving Below Grade Level
** Recommended for Students Achieving Above Grade Level

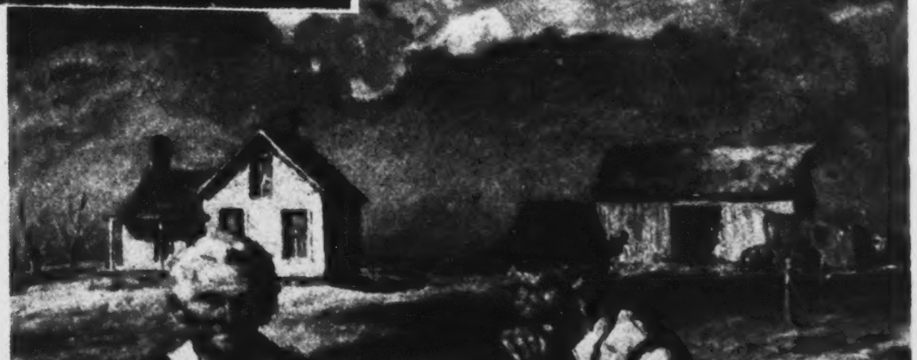
1. Frank Lloyd Wright
2. Louis Sullivan
3. Marcel Breuer
4. Wallace K. Harrison
5. Skidmore, Owings and Merrill
6. Harrison and Abramovitz
7. Louis Johnson

C. The Use of Painting to Show How Art Reflects Social and Cultural Values



URTESY, SOUTH DAKOTA STATE UNIVERSITY





COURTESY, SOUTH DAKOTA STATE UNIVERSITY

Questions for Inquiry and Discovery

1. What do these painting tell you about the people who lived on the prairies during the 19th century?

2. How do these paintings depict life on the prairie?

3. Why were these paintings probably not done in the last 10 years?

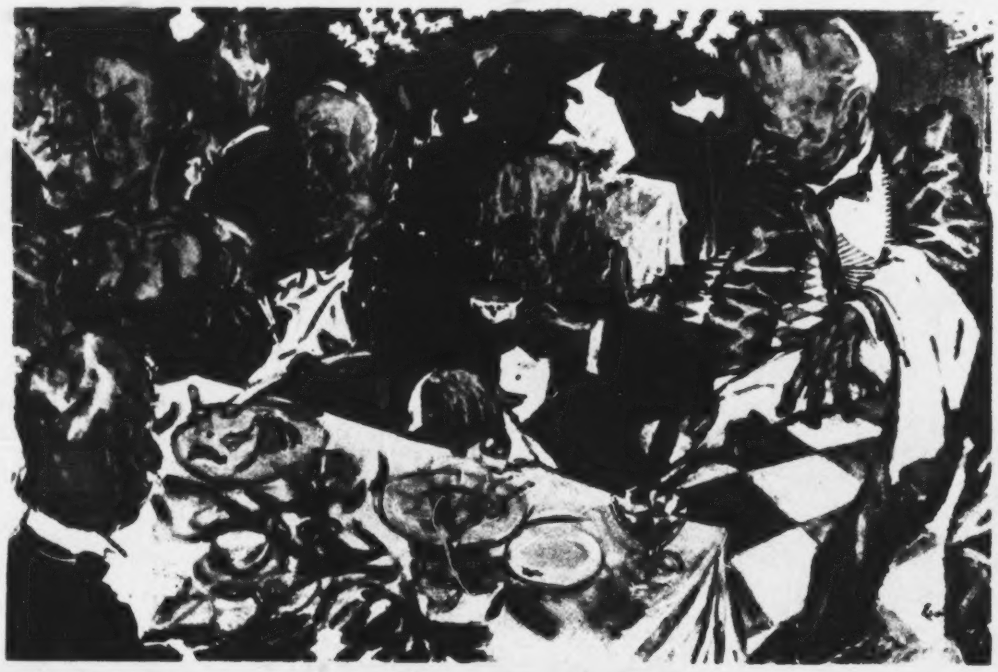
4. What has happened to the life these paintings have depicted?

D. The Use of Contemporary Paintings to Indicate the Diversity of Values Within American Society

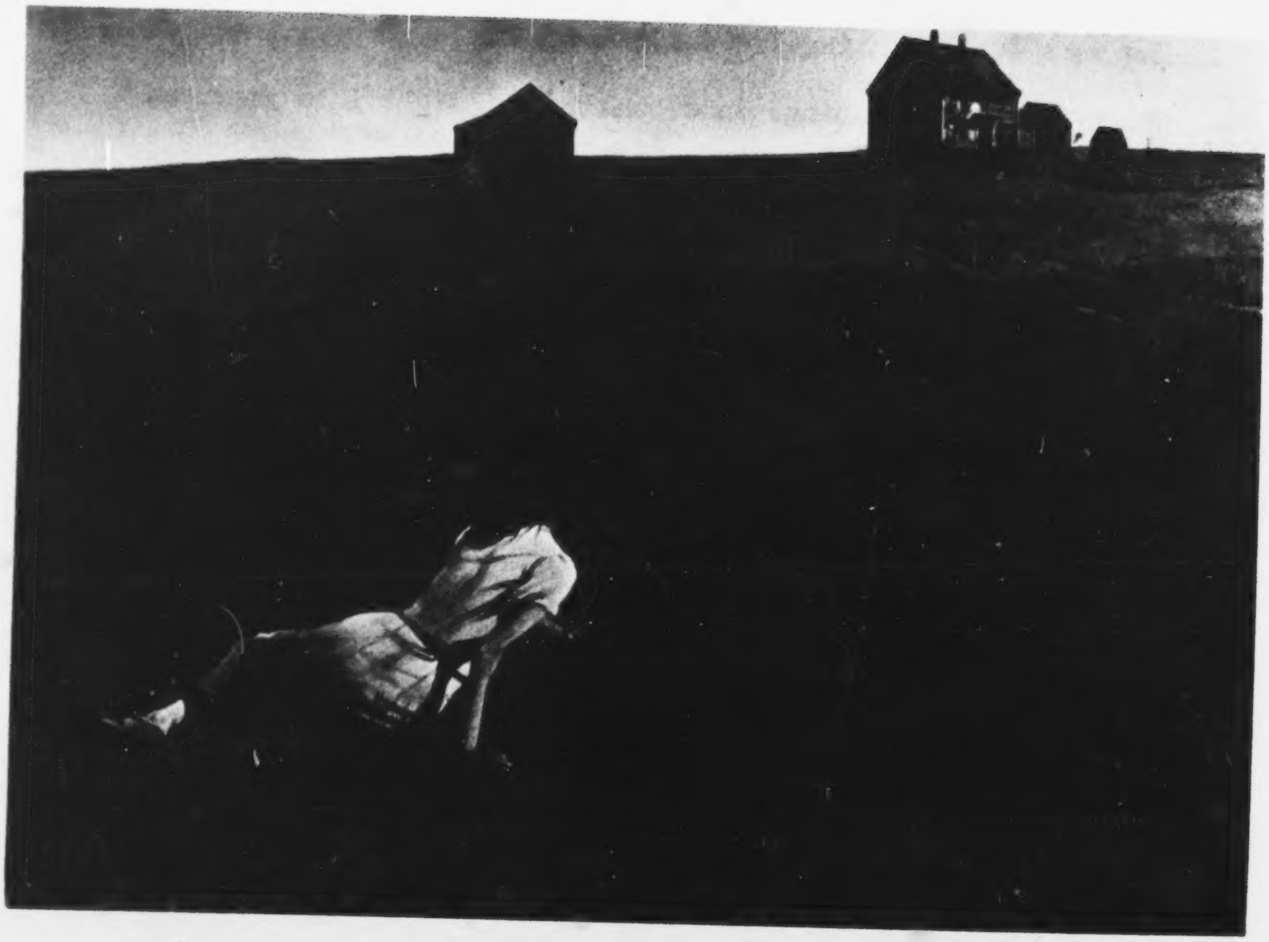
Show the following three pictures:

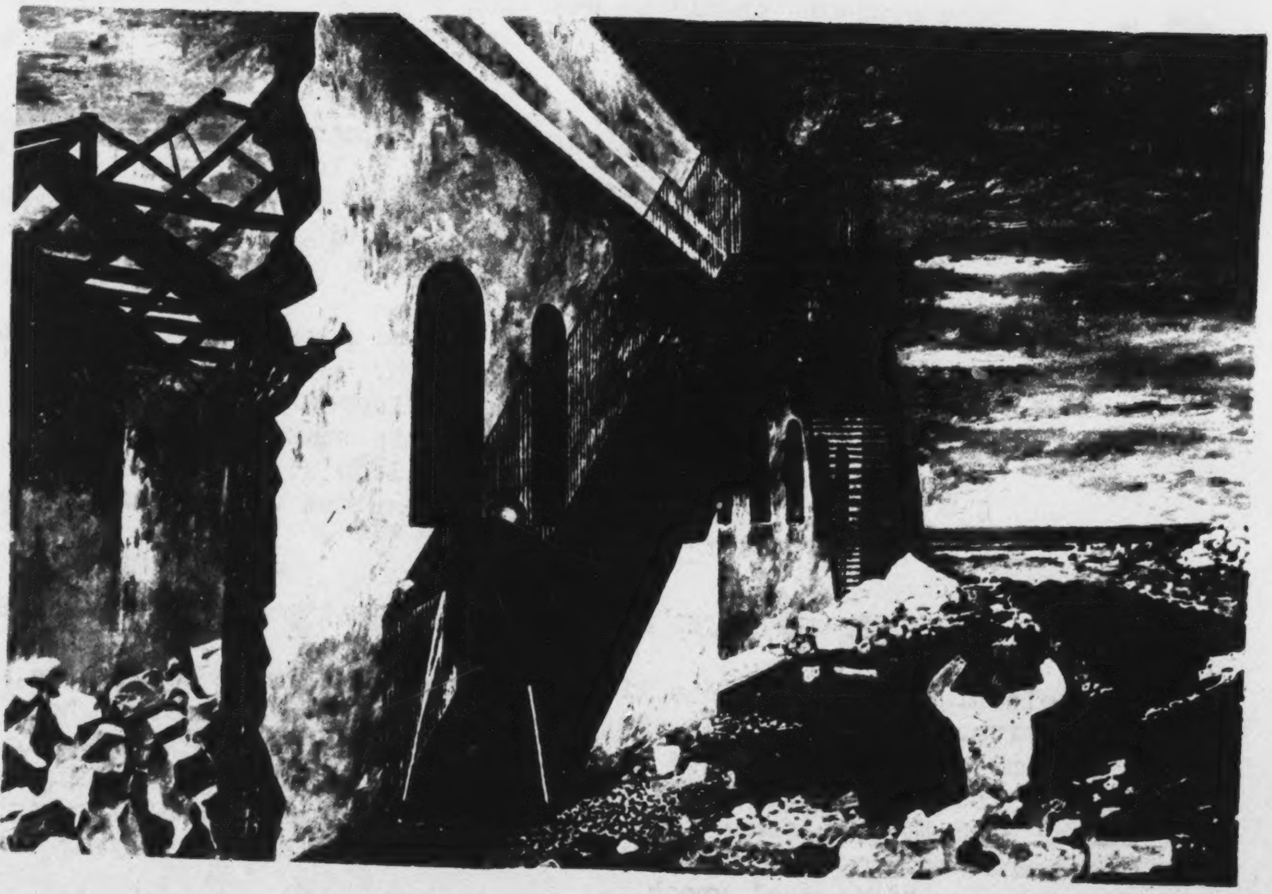
1.	Andrew Wyeth	Christina's World
2.	Jack Levine's	Welcome Home
3.	Ben Shahn's	The Red Staircase

(Copies of which can be obtained from the Museum of Modern Art, East 53rd Street, New York, New York)



WELCOME HOME
Jack Levine





Questions for Inquiry and Discovery

1. What does each painting tell you about contemporary America?
2. How does each painting reflect a different view of America?
3. How does each painting use a different style of painting?
4. Which of these paintings shows the most insight into American society? Why?

Questions for Small Group Discussion

1. Can art cause a revolution?
2. Is art important in today's world?

Follow up Activities

In the Conspectus, volume II, Annals of America, pages 468 - 469 published by Encyclopedia Britannica, there is an excellent essay entitled: Painting: The Search for an American Style, profusely illustrated.

a. The teacher should ask several students to go to the library and use the essay to make an oral report on the search for an American style in art.

b. Bring the book to class and have the students view on an overhead projector the following paintings:

   1. Isaac Royall and Family by Robert Feke
   2. The Oxbow by Thomas Cole
   3. The Herring Net by Winslow Homer

   then have the students describe what the painting tell us about 18th and 19th century America.

   Some students should be assigned to research these paintings and identify their style and importance in the history of American art.

*c. Show the slide of a painting by Mary Cassatt entitled, Woman and Child Dressing (#P.B. 347, Sandak, Inc., New York). Slide can be used to illustrate Victorian morals and values. Have the students answer the following questions after they have viewed the slide:

   1. How does the clothing worn by the woman and child suggest their social position and wealth?
   2. Why would this be a painting of upper class Americans?
   3. How does this painting illustrate that some Americans were wealthy and secure in the 1880's?
   4. How does this picture mirror American values during the "gilded age"?

V. HOW HAS LITERATURE REFLECTED DIFFERENT ECONOMIC AND CULTURAL EXPERIENCES?

The selections from American literature are meant to be suggestive, not definitive. These excerpts are presented merely to illustrate how different genres of American literature - political tracts, literary essays, poetry, novels, short stores and autobiographical sketches - can be used to help students better understand unique problems which Americans confronted throughout the sweep of American history or during a particular historical epoch.

---

* Recommended for Students Achieving Below Grade Level

Theme III, perhaps more than any other, presents the social studies teacher with an excellent opportunity to integrate his classroom experiences with the classroom experiences of the teachers of literature, art and music. In developing the theme, the social studies teacher should not only consult with these teachers but explore the possibility of team teaching and the common exploration of related materials.

As an aid to those teachers who might wish to use one novel or play for a case study we have included the following bibliographic references:

Under each historical period we have listed just a few selections to help the teacher make appropriate choices:

I. Colonial and Federal Period

William Bradford - History of the Plymouth Plantation
Benjamin Franklin - Autobiography
Samuel Seward - Diary of Samuel Seward
Thomas Paine - The Crisis
Thomas Jefferson - Notes on Virginia

II. American Renaissance

Walt Whitman - Leaves of Grass
Ralph W. Emerson - Essays
Nathaniel Hawthorne - The Scarlet Letter
James Fenimore Cooper - The Deerslayer
David Thoreau - Walden
Herman Melville - Moby Dick

III. Realism and Social Criticism

Frank Norris - The Octopus
Lincoln Steffins - The Shame of Cities
Henry James - The American
Theodore Dreiser - Three Sisters
Mark Twain - Huckleberry Finn
Upton Sinclair - The Jungle

IV. 20th Century

F. Scott Fitzgerald - The Great Gatsby
Ernest Hemingway - The Sun Also Rises
John Steinbeck - The Grapes of Wrath
Arthur Miller - Death of a Salesman
Ralph Ellison - The Invisible Man
Richard Wright - Native Son
Robert Penn Warren - All the Kings Men
Sinclair Lewis - Main Street
John Dos Passos - U. S. A.
Tennessee Williams - The Glass Menagerie
Edward O'Connor - The Last Hurrah
Eugene O'Neill - The Iceman Cometh

There are several good interpretation surveys of American thought which would help teachers orient themselves to the writings of a particular historical epoch:

Merle E. Curti - The Growth of American Thought
3rd ed., New York, Harper & Row, 1964

The book is an excellent survey by an acknowledged expert in the field.

Vernon L. Parrington - Main Currents in American Thought
3 vols., New York, Harcourt,Brace and World.

Although dated by a populist bias, the book is still readable and informative.

Robert E. Spillers, et alia - *Literary History of the United States*

It is replete with information about each literary period. The bibliographic essay at the end is an excellent tool to help the teacher get additional resources for classroom discussion.

Besides these sources special mention must be made of *Harvard Guide to American History* (Cambridge, Belknap Press 1963) which was an extensive bibliography of literary sources from diaries to poetry. The sources are ordered historically for the teachers convenience.

Also, there are many anthologies, both general and specialized, which include most American authors from which suitable materials can be selected. A few are:

Oscar Cargill, et alia - *American Literature: A Personal Anthology*, 4 Vols. New York: McMillan, 1948

G. Robert Carlsen, et alia - *American Literature* New York, McGraw-Hill, 1967

Abraham Chapman - *Black Voices* New York, New American Library, 1962

Mark Schorer, et alia - *American Literature* Boston, Houghton Mifflin, 1965

Don M. Wolfle and Harvey S. Weiner - *American Literature* 5 Vols. Wichita: McCormick-Mattus, 1966

Emphases:

Literature changes as society changes.

Literature reflects the social and cultural values of society.

A. Using an excerpt from a political tract to understand the political problem faced by the colonists.

These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly; it is dearness only that gives everything its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER"; and if being bound in that manner is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious; for so unlimited a power can belong only to GOD.

(From *The Crisis* by Thomas Paine)

Questions for Discovery and Inquiry

1. Why is Paine agitated?

2. What does Paine mean by the phrase: "Summer soldier and sunshine patriot"?

3. Why does Paine feel that freedom should be highly prized?
4. How does Paine feel about slavery?
5. How does Paine's cry against slavery mirror the values of the larger colonial society?

Questions for Individual Study

1. Which other colonial political writers would agree with Paine?
2. Why would many political writers in England differ with the arguments put forth by Thomas Paine?

Follow up Activities

a. Have the students make a dictionary of political and social terms which they have come across in their literary readings. The dictionary should include the source of words. It should also include words like; tyranny, freedom, slavery, conflict, etc.

b. Have the students draw a political cartoon which will present visually Paine's argument. The cartoons could then be hung up around the classroom.

B. Use of an Essay and Poems to Illustrate 19th Century American Values

Essay

Who so would be a man, must be a nonconformist. He who would gather immortal palms must not be hindered by the name of goodness, but must explore if it be goodness. Nothing is at last sacred but the integrity of your own mind. Absolve you to yourself, and you shall have the suffrage of the world.

.... No law can be sacred to me but that of my nature. Good and bad are but names very readily transferrable to that or this; the only right is what is after my constitution; the only wrong what is against it. A man is to carry himself in the presence of all opposition as if every thing were titular and ephemeral but he. I am ashamed to think how easily we capitulate to badges and names, to large societities and dead institutions. Every decent and well-spoken individual affects and sways me more than is right. I ought to go upright and vital, and speak the rude truth in all ways ....

What I must do is all that concerns me, not what the people think. This rule, equally arduous in actual and in intellectual life, may serve for the whole distinction between greatness and meanness. It is the harder because you will always find those who think they know what is your duty better than you know it. It is easy in the world to live after the world's opinion; it is easy in solitude to live after your own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude ....

Most men have bound their eyes with one or another handkerchief, and attached themselves to some one of these communities of opinion. This conformity makes them not false in a few particulars, authors of a few lies, but false in all particular. Their every truth is not quite true. Their two is not the real two, their four not the real four: so that every word they say chagrins us and we know not where to begin to set them right. Meantime, nature is not slow to equip us in the prison-uniform of the party to which we adhere. We come to wear one cut of face and figure, and acquire by degrees the gentlest asinine expression. There is a mortifying experience in particular, which does not fail to wreck itself also in the general history; I man "foolish face of praise," the forced smile which we put on in company where we do not feel at ease, in answer to conversation which does not interest us. The muscles, not spontaneously moved but moved by a low usurping wilfulness, grow tight about the outline of the face, with the most disagreeable sensation.

For nonconformity the world whips you with its displeasure. And therefore, a man must know how to estimate a sour face. The bystanders look askance on him in the public street or in the friend's parlor. If this aversion had its origin in contempt and resistance like his own, he might well go home with a sad countenance; but the sour faces of the multitude, like their sweet faces, have no deep cause, but are put on and off as the wind blows and a newspaper directs. Yet is the discontent of the multitude more formidable than that of the senate and the college. It is easy enough for a firm man who knows the world to brook the rage of the cultivated classes.

(From the Essay on Self Reliance by Ralph Waldo Emerson)

Poem

I tramp a perpetual journey, (come listen all!)
My signs are a rain-proof coat, good shoes, and a staff cut from
   the woods,
No friend of mine takes his ease in my chair,
I have no chair, no church, no philosophy,
I lead no man to a dinner-table, library, exchange,
But each man and each woman of you I lead upon a knoll,
My left hand hooking you round the waist.
My right hand pointing to landscapes of continents and the public
   road.

Not I, not any one else can travel that road for you,
You must travel it for yourself.

It is not far, it is within reach,
Perhaps you have been on it since you were born and did not know,
Perhaps it is everywhere on water and on land.

Shoulder your duds dear son, and I will mine, and let us hasten forth,
Wonderful cities and free nations we shall fetch as we go.

You are also asking me questions and I hear you,
I answer that I cannot answer, you must find out for yourself.

(From The Song of Myself by Walt Whitman)

Questions for Discovery and Inquiry

**1. According to Emerson, why must a man be a non-conformist to be a man?

2. What does Emerson mean when he states "no law can be sacred to me but that of my nature."

3. Why does Whitman feel that no one else can travel "that road for you?"

** Recommended for Students Achieving Above Grade Level

Questions for Small Group Discussion

1. Was the advice given in Whitman's poem the reason behind American territorial expansion?

2. Would Emerson support the idea that dissent is as American as "apple pie?"

3. Are hippies just putting into practice what Emerson was saying?

Questions for Individual Study

1. Which 19th century American novelists hold the same values as Emerson and Whitman?

**2. Was transcendentalism only a literary movement?

**3. What part did Emerson and Whitman play in the American "Renaissance?"

4. Do the social values found in the two selections mirror those of the larger American society?

Follow up Activities :

a. The students should be asked to compare the actions of the student rebels with the advice of Emerson. The class in its comparison might consider the following:

   1. Are the students carrying out what Emerson said?
   2. Are the students really being conformists in their non-conformity?
   3. How can you tell who is a non-conformist?

*b. Have the student read the rewritten paragraph and answer the questions:

   1. If you want to be a man, you must explore things for yourself. You must find out what they are really like.

   2. You should not let people do your thinking. Whether what others think is good or bad may not mean the same thing to you. You must follow your own ideas.

   3. Most people follow the crowd and don't think for themselves. If you want to be a non-conformist, you must be willing to face hatred from others. Most people do not like those who are different.

Questions for Inquiry and Discovery

1. According to Emerson, how do you become a man?

2. Why don't most people think for themselves?

3. Why do people dislike a non-conformist?

4. Why are Emerson's ideas very suitable for a person living on the frontier?

5. Can you believe in Emerson's ideas and still live in New York City today? Explain.

6. Why can't the poet answer what is asked of him?

7. List all the qualities which both Emerson and Whitman feel Americans should cultivate.

* Recommended for Students Achieving Below Grade Level
** Recommended for Students Achieving Above Grade Level

8. If an American followed the advice of Emerson and Whitman what would he become?

C. Using excerpts from a short story, and a novel to indicate several social problems which developed from rapid economic development.

Short Story

> My salary was increased to forty dollars a week. But I seldom drew it. I had plenty of other resources, and what were two broad twenty-dollar gold pieces to a man who had his pockets full of such, and a cumbersome abundance of bright half dollars besides? (Paper money has never come into use on the Pacific coast.) Reporting was lucrative and every man in the town was lavish with his money and his "feet." The city and all the great mountainside were riddled with mining shafts. There were more mines than miners. True, not ten of these mines were yielding rock worth hauling to a mill, but everybody said, "Wait till the shaft gets down where the ledge comes in solid, and then you will see!" So nobody was discouraged. These were nearly all "wildcat" mines, and wholly worthless, but nobody believed it then. The "Ophir", the "Gould & Curry", the "Mexican", and other great mines on the Comstock lode in Virginia and Gold Hill were turning out huge piles of rich rock every day, and every man believed that his little wildcat claim was as good as any on the "main lode" and would infallibly be worth a thousand dollars a foot when he "got down where it came in solid." Poor fellow! he was blessedly blind to the fact that he never would see that day. So the thousand wildcat shafts burrowed deeper and deeper into the earth day by day and all men were besides themselves with hope and happiness. How they labored,prophesied, exulted! Surely nothing like it was ever seen before since the world began. Every one of these wildcat mines -- not mines, but holes in the ground over imaginary mines -- was incorporated and had handsomely engraved "stock" and the stock was salable, too. It was bought and sold with a feverish avidity on the boards every day. You could go up on the mountainside, scratch around and find a ledge (there was no lack of them), put up a "notice" with a grandiloquent name on it, start a shaft, get your stock printed, and with nothing whatever to prove that your mine was worth a straw, you could put your stock on the market and sell out for hundreds and even thousands of dollars. To make money, and make it fast, was as easy as it was to eat your dinner. Every man owned "feet" in fifty different wildcat mines and considered his fortune made. Think of a city with not one solitary poor man in it! One would suppose that when month after month went by and still not a wildcat mine (by wildcat I mean, i.e., the "Comstock")yielded a ton of rock worth crushing, the people would begin to wonder if they were not putting too much faith in their prospective riches; but there was not a thought of such a thing. They burrowed away, bought and sold, and were happy.
>
> (From Flush Time in Virginia City by Mark Twain)

Questions for Discovery and Inquiry

1. What were the people in Virginia city looking for?

2. Why was almost everybody in Virginia city optimistic?

3. Why did the bubble have to break?

4. Why is Virginia City today a ghost town?

5. Could Virginia City fit into 20th century America? Explain.

Questions for Individual Study

1. Was Mark Twain's picture of Virginia City correct?
2. How was Virginia City like many other frontier towns in the period from 1865 - 1890?
3. How many mining towns survived after the gold and silver mines dried up?
4. What part did the growing supply of gold and silver play in the American economy after 1865?
5. Did many individuals actually get rich from mining gold and silver?

Follow up Activities

a. Play side 1, band 2, from the record Readings from the Stories and from Huckleberry Finn as adapted and performed by Will Greer. (Folkways Record FL 9769). This is an excellent example of political satire which Twain wrote throughout his career. The students should try to answer the questions:

   1. What is Mark Twain attacking? Why?

   2. On side 2 of the record mentioned above, Greer reads from Huckleberry Finn. The students might try to illustrate the passage or create a film strip to illustrate the record. The teacher, in the creation of the film strip, should stress what society was like during the period of Huckleberry Finn.

Novel

Unable to conduct his farm upon a paying basis at the time when Truslow, the "Great Bear", had sent the price of grain down to sixty-two cents a bushel, Lewiston had turned over his entire property to his creditors, and, leaving Kansas for good, had abandoned farming, and had left his wife at her sister's boardinghouse in Topeka with the understanding that she was to join him in Chicago so soon as he had found a steady job. Then he had come to Chicago and had turned workman. His brother, Joe conducted a small hat factory on Archer Avenue, and, for a time he found there a meager employment. But difficulties had occurred, times were bad, the hat factory was involved in debts, the repealing of a certain import duty on manufactured felt overcrowded the home market with a cheap Belgian and French products, and in the end his brother had assigned and gone to Milwaukee.

Thrown out of work, Lewiston drifted aimlessly about Chicago, from pillar to post, working a little earning here a dollar, there a dime, but always sinking, sinking, till at last the ooze of the lowest bottom dragged at his feet and the rusk of the great ebb went over him and engulfed him and shut him out from the light, and a park bench became his home and the "bread line" his chief makeshift of subsistence.

He stood now in the enfolding drizzle, sodden, stupefied with fatigue. Before and behind stretched the line. There was no talking. There was no sound. The street was empty. It was so still that the passing of a cable-car in the adjoining thoroughfare grated like prolonged rolling explosions, beginning and ending at immeasurable distances. The drizzle descended incessantly. After a long time midnight struck.

There was something ominous and gravely impressive in this interminable line of dark figures, close-pressed, soundless; a crowd, yet absolutely still; a close-packed, silent file, waiting, waiting in the vast deserted night-ridden street; waiting without a word, without a movement, there under the night and under the slow-moving mists of rain.

Few in the crowd were professional beggars. Most of them were workmen, long since out of work, forced into idleness by long-continued "hard times," by ill luck, by sickness. To them the "bread line" was a godsend. At least they could not starve. Between jobs here in the end was something to hold them up -- a small platform, as it were, above the sweep of black water, where for a moment they might pause and take breath before the plunge.

(From The Pit by F. Norris)

Questions for Discovery and Inquiry

1. Why did Lewiston leave Kansas?
2. Why did Lewiston leave the hat factory?
3. Why did Lewiston seem lost in Chicago?
4. What important social problem is Norris describing?

Questions for Individual Study

1. Who were the Muckrakers?
2. Why were the Muckrakers against many economic and political practices which they saw around them?
3. What impact did the Muckrakers have upon American society and legislation?
4. Who are today's Muckrakers and what are they criticizing in American life?

Questions for Small Group Discussion

1. Can a writer change peoples' beliefs?
2. Does a country respond to a writer's call?
3. Is the pen really mightier than the sword?

D. Using excerpts from biographical sketches, essays and short stories to illustrate the diversity, protest and values of Americans in the middle of the 20th century.

Essay

With the end of the winter set in another pleasant pumped-dry period, and, while I took a little time off, a fresh picture of life in America began to form before my eyes. The uncertainties of 1919 were over -- there seemed little doubt about what was going to happen -- America was going on the greatest, gaudiest spree in history and there was going to be plenty to tell about it. The whole golden boom was in the air -- its splendid generosities, its outrageous corruptions and the tortuous death struggle of the old America in prohibition. All the stories that came into my head had a touch of disaster in them -- the lovely young creatures in my novels went to ruin, the diamond mountains of my short stories blew up, my millionaires were as beautiful and damned as Thomas Hardy's peasants. In life these things hadn't happened yet, but I was pretty sure living wasn't the reckless, careless business these people thought -- this generation just younger than me.

For my point of vantage was the dividing line between the two generations, and there I saw -- somewhat self-consciously. When my first big mail came in -- hundreds and hundreds of letters on a story about a girl who bobbed her hair -- it seemed rather absurd that they should come to me about it. On the other hand, for a shy man it was nice to be somebody except oneself again:

to be "the Author" as one had been "the lieutenant." Of course, one wasn't really an author any more than one had been an army officer, but nobody seemed to guess behind the false face.

But one was now a professional -- and the new world couldn't possibly be presented without bumping the old out of the way. One gradually developed a protective hardness against both praise and blame. Too often people liked your things for the wrong reasons or people like them whose dislike would be a compliment. No decent career was ever founded on a public and one learned to go ahead without precedents and without fear. Counting the bag, I found that in 1919 I had made $800 by writing, that in 1920 I had made $18,000 for stories, picture rights and book. My story price had gone from $30 to $1,000. That's a small price to what was paid later in the Boom, but what it sounded like to me couldn't be exaggerated.

The dream had been early realized and the realization carried with it a certain burden. Premature success gives one an almost mystical conception of destiny as opposed to will power -- at its worst the Napoleonic delusion. The man who arrives young believes that he exercises his will because his star is shining. The man who only asserts himself at thirty has a balanced idea of what will power and fate have each contributed, the one who gets there at forty is liable to put the emphasis on will alone. This comes out when the storms strike your craft.

(From an Essay Early Success by F. Scott Fitzgerald)

Questions for Discovery and Inquiry

1. Why was America going on "the gaudiest spree in history?"
2. Why had F. Scott Fitzgerald become successful so young?
3. What burden was placed upon Fitzgerald by sudden success?
4. What subjects did Fitzgerald write about?
5. How does Fitzgerald's financial success reflect the economic boom in the 1920's?

Questions for Individual Study

1. What were the major themes of American writing during the 1920's?

**2. How did The Sun Also Rises by Ernest Hemingway illustrate the rootlessness of American Society after World War I?

3. What does The Great Gatsby by F. Scott Fitzgerald tell us about America's social and economic elite?
4. How did the social protest novelists like John Dos Passos and John Steinbeck give us new insight into the social problems of the 1930's?

Biographical Sketch

It was on a Sunday and it must have been shortly before I left home. We were walking, just the two of us, in our usual silence, to or from church. I was in high school and had been doing a lot of writing and I was, at about this time, the editor of the high school magazine. But I had also been a young Minister and had been preaching from the pulpit. Lately, I had been taking fewer engagements and preached as rarely as possible. It was said in the church, quite truthfully, that I was "cooling off."

** Recommended for Students Achieving Above Grade Level

My father asked me abruptly, "You'd rather write than preach, wouldn't you?"

I was astonished at his question -- because it was a real question. I answered, "Yes."

That was all we said. It was awful to remember that that was all we had ever said.

The casket now was opened and the mourners were being led up the aisle to look for the last time on the deceased. The assumption was that the family was too overcome with grief to be allowed to make this journey alone and I watched while my aunt was led to the casket and, muffled in black, and shaking, I led back to her seat. I disapproved of forcing the children to look on their dead father, considering that the shock of his death, or, more truthfully, the shock of death as a reality, was already a little more than a child could bear, but my judgment in the matter had been overruled and there they were, bewildered and frightened and very small, being led, one by one, to the casket. But there is also something very gallant about children at such moments. It has something to do with their silence and gravity and with the fact that one cannot help them. Their legs somehow, seem exposed, so that it is at once incredible and terribly clear that their legs are all they have to hold them up.

I had not wanted to go to the casket myself and I certainly had not wished to be led there, but there was no way of avoiding either of these forms. One of the deacons led me up and I looked on my father's face. I cannot say that it looked like him at all. His blackness had been equivocated by powder and there was no suggestion in that casket of what his power had or could have been. He was simply an old man dead, and it was hard to believe that he had ever given anyone either joy or pain. Yet, his life filled that room. Further up the avenue his wife was holding his newborn child. Life and death so close together and love and hatred, and right and wrong, said something to me which I did not want to hear concerning man, concerning the life of man.

(From Notes of a Native Son by James Baldwin)

1. What feeling came over James Baldwin as he looked into the casket?

2. What kind of a relationship seemed to exist between James Baldwin and his father?

3. How does this passage indicate a serious problem in American society?

4. How has the different "life styles" made it difficult for fathers and sons to talk to each other?

Questions for Individual Study

1. How do the writings of James Baldwin partly reflect the situation of the Afro-Americans?

2. How has James Baldwin changed as a writer?

3. How do the writings of Richard Wright reflect the interests, ambitions and life style of Afro-Americans?

4. What Afro-American writers reflect the reasons for Afro-American activism of the 1960's?

Essay (Speech)

I feel that this award was not made to me as a man, but to my work -- a life's work -- a life's work in the agony ans sweat of the human spirit, not for glory and least of all for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only mine in trust. It will not be difficult to find a dedication for the money part of it commensurate with the purpose and significance of its origin. But I would like to do the same with the acclaim too, by using this moment as a pinnacle from which I might be listened to by the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing.

Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There are no longer problems of the spirit. There is only the question: When will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because only that is worth writing about, worth the agony and the sweat.

He must learn them again. He must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral and doomed -- love and honor and pity and pride and compassion and sacrifice. Until he does so, he labors under a curse. He writes not of love but of lust, of defeats in which nobody loses anything of value, of victories without hope and, worst of all, without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

Until he relearns these things, he will write as though he stood among and watched the end of man. I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure: that when the last ding-dong of doom has clanged and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will still be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this, I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past. The poet's voice need not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail.

(From Man Will Prevail by William Faulkner)

Questions for Discovery and Inquiry

1. Why does Faulkner believe he was given the award?
2. According to Faulkner, what is today's great fear?
3. What does Faulkner believe is the most important subject for any novelist?
4. Why does Faulkner refuse to accept the end of man?
5. Why does Faulkner say man is immortal?
6. How does this speech reflect the anxieties of American society in the middle of the 20th century?

For students who are reading below grade level, there are available on records and tapes many worthwhile pieces of American literature. Below is just a sample of the records which are available and could be used to show the variety of insights which literature supplied for the student of social studies.

CAEDMON RECORDS

NUMBER	TITLE
TC 1010	Endora Weltz Reading
TC 1015	Ogden Nash Reading
TC 1028	Edgar Allan Poe
TC 1036	Frank O'Connor Reading
TC 1040	Red Badge of Courage
TC 1041	Vachel Lindsay
TC 1119	Poems of Emily Dickinson
TC 1136	Dorothy Parker
TC 1150	Carl Sandburg Reading his Poetry
TC 1152	Spoon River Anthology
TC 2015	Carl Sandburg: A Lincoln Album
TRS 310	Death of a Salesman

FOLKWAYS RECORDS

FL 9769	Mark Twain

V. HOW HAS MUSIC REFLECTED AMERICAN ECONOMIC AND SOCIAL EXPERIENCE?

A. Use of records to show how folk songs reflect in words and music the variety and quality of American life

Play Side I, Band 3: The Bent County Bachelor
(From The Song of Men: All Sorts and Kinds. Folkways Records # FA 2400)

Questions for Inquiry and Discovery

1. How would you describe the music of this folk song?

2. What do the lyrics tell us about problems faced by the pioneer?

Follow up Activity :

a. Play for the class a folk rock song from either a Bob Dylan Album or a song like "Let the Sun Shine In" from the musical Hair. Have the class discuss the following questions:

   1. How does the music in the folk rock song differ from the more traditional folk song?

   2. What does each song tell us about American life at the time it was written?

   3. Why are these songs so different in words and lyrics?

B. Use of records to illustrate how America's musical theater has reflected the period in which they were written.

Play for the students selections from the following musicals:

Strike Up the Band
West Side Story

Questions for Inquiry and Discovery

1. How does the music in these two musicals differ?

2. How do these musicals reflect a different America?

C. Use of records to show how different types of American music have been influenced by the varied experiences of ethnic groups.

Play the following record:

The Story of Jazz by Langston Hughes
(Folkways Records #7312)

Questions for Inquiry and Discovery

1. What is the origin of jazz?

2. Why did jazz travel from New Orleans north to Chicago?

3. How did jazz express musically the black experience in America?

4. How has jazz influenced different forms of American music?

Questions for Small Group Discussions

1. How is music influenced by the times in which it is written?

2. How does music express the feeling, hopes and aspirations of people?

3. Why do certain types of music have a greater influence than other types?

Follow up Activity:

Ask the class to bring in records and discuss how the following groups influenced directly or indirectly American music.

1. Indians
2. Irish
3. Puerto Ricans
4. Jews
5. Italians

THEME III - HOW DO WE LIVE TOGETHER? SOCIAL AND CULTURAL DEVELOPMENT OF OUR NATION

Selected Bibliography - For Students

N = Non Fiction F = Fiction B = Biography

CLASS	AUTHOR	TITLE	PUBLISHER	DATE
N	Bailey, Thomas	The American Spirit	D. C. Heath	1968
N	Billington, Ray	The Westward Movement in the United States	Van Nostrand	1959
N	Brown, Donald E.	New America Gets the News	Rand McNally	1967
N	Bressler, Leo A & Bressler, Marion A.	Country, Conscience and Conscription	Prentice-Hall	1970
N	Burnham, David et alia	The Changing City	New York Times	1969
F	Douglas, David & Angus, Sylvia	Contemporary American Short Stories	Fawcett	1967
N	DurFee, David A.	Poverty in an Affuent Society	Prentice-Hall	1970
N	Fraenkel, Jack R.	Crime and Criminals	Prentice-Hall	1970
N	Kohn, Karl	Music in American Life	Rand McNally	1967
N	Kownslar, Allan	Manifest Destiny and Expansionism in the 1840's	D. C. Heath	1967
N	Krinsky, Fred	The Politics of Religion in America	Glencoe Press	1968
N	Leinwand, Gerald	Crime and Juvenile Delinquency	Washington Sq. Press	1968
N	Madgic, Robert F.	Youth and Parents	Scholastic Books	1968
N	Paulson, Ross E.	American Ideals	Rand McNally	1967
N	Place, Marian T.	American Cattle Trails	Henry Holt	1967
N	Rennert, Paul	Cowboy	Crowell-Collier	1966
N	Salisbury, Harrison	History of the American Family Shook up Generation	Fawcett	1965
N	Schultz, J.W.	My Life As an Indian	Fawcett	1968
N	Seaberg, Stanley	Automation and its Challenge	Scholastic Books	1966
N	Seaberg, Stanley	The Pioneer vs the Wilderness	Scholastic Books	1966
N	Traverso, Edmund	The 1920's: Rhetoric or Reality	D. C. Heath	1964
N	Way, Walter	The Drug Scene	Prentice-Hall	1970

Selected Bibliography - For Teachers

N = Non Fiction F = Fiction B = Biography

CLASS	AUTHOR	TITLE	PUBLISHER	DATE
N	Abrams, Charles	The City is the Frontier	Harper and Row	1965
N	Adler, Mortimer, ed.	The Annals of America (20 volumes)	Encyclopedia Britannica	1968
N	Boeckel, Richard M.	Urban Environment	Congressional Quarterly	1969
N	Condit, Carl W.	American Building	University of Chicago Press	1968
N	Cummins, D. & White, W.	The American Frontier	Benziger Bros.	1968
N	Dollard, John	Caste and Class in a Southern Town	Doubleday	1966
N	Hertzberg, Hazel	Teaching the Age of Homespun	Bureau of Secondary Curr. NYS, Dept. of Ed.	1965
N	Hess, Stephan and Kaplan, M.	The Ungentlemanly Art: A History of American Political Cartooning	McMillan	1968
N	House, Kay	Reality and Myth in American Literature	Fawcett	1966
N	Jacobs, Jane	The Economies of Cities	Random House	1969
N	Keneston, Kenneth	Young Radicals	Harcourt, Brace & World	1968
N	Kennan, George F.	Democracy and the Student Left	Little, Brown & Company	1968
N	Mackler, Dentler and Warshauer	The Urban R's	Praeger	1967
N	Mayer, Martin	The Teachers' Strike	Harper & Row	1968
N	Smith, Henry N.	Popular Culture and Industrialism 1865-	Doubleday & Co.	1967
N	Warner, W.L.	Democracy in Jonesville	Harper & Row	1965
N	Whyte, William	The Organization Man	Doubleday & Co.	1966
N	Wright, Louis	Culture on the Moving Frontier	Harper & Row	1967

AUDIO-VISUAL MATERIALS

Audio-Visual Kits

Leaders of America (9 captioned color film strips with sound on cassette Teach-A-Tapes)	Eyegate TF 65
The Alienated American	New York Times Series 1969-70

Films - BAVI Loan Collection

- Age of Specialization
- American Road
- Automation
- Canals, Towpaths West
- Changing City
- Development of Communication
- Grant Wood
- Horace Mann
- Living City
- New York City (28 half hour programs on all aspects of New York City)
- Portrait of a City
- Rouge

All the Kings Men	Brandon Films, Inc. 221 West 57th Street N. Y., N. Y. 10019
American Primitives	Encyclopedia Britannica, Films, 425 North Michigan Ave. Chicago, Illinois 60611
Cities In Crisis-Whats Happening	Instructional Media Center Michigan State University East Lansing, Michigan 48823
Cities of the Future	Columbia Broadcasting System New York, N. Y.
Citizen Kane	Brandon Films, Inc. 221 West 57th Street N. Y., N. Y. 10019
Eleanor Roosevelt	Encyclopedia Britannica Films, 425 North Michigan Ave. Chicago, Illinois 60611
Grapes of Wrath	Brandon Films, Inc. 221 West 57th Street N. Y., N. Y. 10019
Horace Mann	Encyclopedia Britannica Films, 425 North Michigan Ave. Chicago, Illinois 60611
Oregon Trail	Encyclopedia Britannica
Population Patterns of the U. S.	Learning Resource Service Southern Illinois University Carbondale, Illinois 62901

Revolution in the Three R's	Films Incorporated 1144 Wilmette Avenue Wilmette, Illinois 60091
Santa Fe and the Trail	Encyclopedia Britannica Films, 425 North Michigan Ave. Chicago, Illinois 60611
U.S.A. - Seeds of Change	Audio Visual Instruction Coliseum 131 Conallis, Oregon 97331
Works of Winslow Homer and John Marin	Films Incorporated 1144 Wilmette Avenue Wilmette, Illinois 60091

Filmloops:

Cattle Wrangling	Potters Photographic Applications, 160 Herrick Rd., Merrick, L.I.
Early Automobile	"
Early Ford Assembly Line	"
Klondike Gold Rush	"
New York - In the Streets of Manhattan	"
New York - A Boat Excursion on the East River	"

Filmstrips

43405.12	Industrial and Agricultural Expansion	
43405.13	Social Change and Sectional Controversy	
43405.14	West and the Growth of Democracy	
43405.15	Expansion to the Pacific	
43406.11	Agricultural Revolution	
43407.12	Roaring Twenties	
43407.13	Turn of the Century	
43580.12	Oregon Trail and Oregon Country	
43580.13	Santa Fe Trail, Texas Mexican Way	
43580.14	Early California	
43580.15	Gold Rush - California	
	The Education Books	New York Times Filmstrips (1967)
	America's Cultural Revolution	New York Times Filmstrips (1967)
	The Story of a Newspaper	New York Times Filmstrips (1967)

Records

7626.95	Bret Harte	
8316.	Cowboy Ballads	
8472	Story of Jazz	
8664	La Farge Sings of the Cowboy	
	American History in Ballad and Song	Folkways 5802
	Dust Bowl Ballads	Folkways 5212
	This to My Lord	Folkways 31001
	Art of Virtue from the Autobiography of Benjamin Franklin	Eyegate # EG LRC 6031
	Best of Mark Twain	Eyegate # EG LRC 6013
	19th Century American Poets	Eyegate # EG AA 3307

Slides

Sandak Incorporated, 4 East 48th Street, New York, New York, has many collections of slides which illustrate American art, architecture, and handicrafts.

Transparencies

Westward Expansion	Popular Science Monthly 355 Lexington Avenue New York, New York

THEME IV: How Should Our Nation Act as a World Power?

Introduction

The learning activities which follow are designed, initially, to elicit a discussion about the goals of foreign policy. Should we seek to make the world safe for democracy or should we carve out a much more limited role for ourselves? Does a great power have special world-wide responsibilities or do we seek to preserve, in the narrowest sense, our national interest?

After a study of goals, material is presented for a discussion of how American foreign policy has actually sought to meet specific world-wide challenges.

The learning activities end with a presentation of materials dealing with problems which American foreign policy must face in the future.

I. WHAT SHOULD BE THE GOALS OF AMERICAN FOREIGN POLICY?

Emphases:

American foreign policy must strike a balance between the dictates of national interest and the need for international cooperation.

In this theme the learning activities are centered around five significant problems:

I. What should be the goals of American foreign policy?

II. Why is the United States a world power?

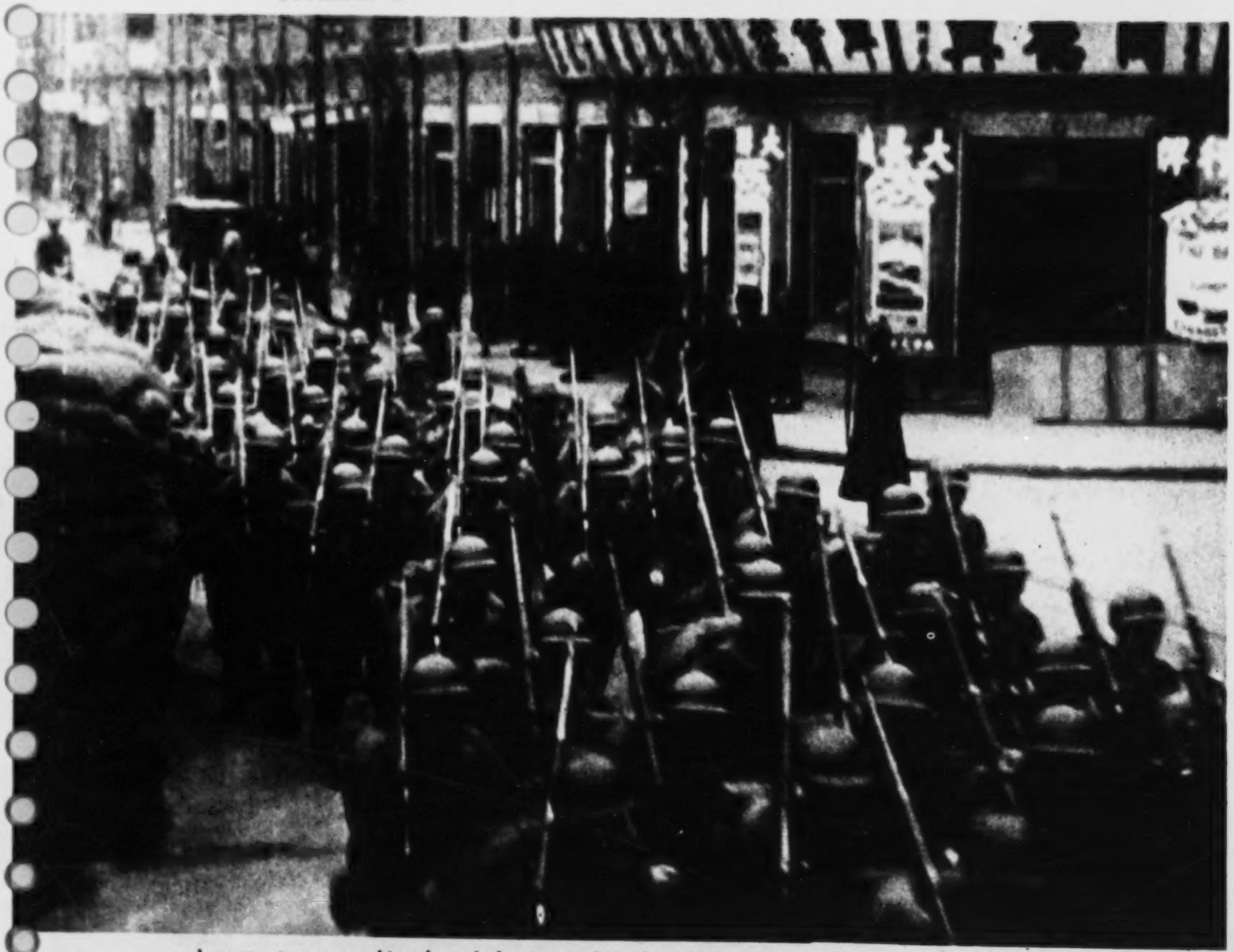
III. How has the United States attempted to balance Soviet power in Europe and the world?

IV. How can we maintain our national security and yet co-exist with communism?

V. What long range problems might upset any balance between national interest and international cooperation?

A. Use of case study of Japanese aggression in China to understand goals of foreign policy

Document 1



Japanese troops marching through the streets of Northern China in 1937
Asia and presaged World War II.

(From American White Paper: United States Foreign Policy by N.B.C. News. New York: Random House, 1967)

Document 2

Fact Sheet:

1900. John Hay announces that all of China should be opened to the trade of all nations on an equal basis.

1924. U.S., Japan and seven other nations signed a treaty to guarantee China's independence and territorial integrity and reaffirm the open door policy for China.

1931. Japan invaded the Chinese provinces of Manchura and established a puppet government under Japaneses control.

1932. American Secretary of State announced that we would not recognize "any treaty or agreement that does not recognize the sovereignty, the independence, or the territorial and administrative integrity of China."

1937. Japan began a full scale invasion of the rest of China.

1937. The Japanese planes bombed the U.S. river gunboat, Panay. The vessel sank with a loss of two killed, thirty wounded. Japan apologized and gave assurances that it would not happen again.

After the students have seen and read documents 1 and 2, they should discuss the following questions:

Background Questions

1. Why did America have a direct interest in China?
2. How did the Japanese invasion of China upset American interests in China?
3. Had the Japanese invasion broken any previous agreements over China?
4. What kind of government did China have at the time of the Japanese invasion?

Policy Questions

1. Should the United States have helped China? Why?
2. If we should have come to China's aid, how should we have done it?
3. When should we come to the aid of a foreign country?
4. When do we go to war?

Follow-up Activities:

Select five students to serve on a panel which should consider: what steps should have the United States taken in this China crisis. Other members of the class should be assigned to analyze the argument presented by the panel and respond to them.

B. Using excerpts from books and speeches to understand the goals of foreign policy.

Reading Selection #1

> "Again and again ... mothers who lost their sons in France have come to me and, taking my hand, have shed tears upon it not only, but they have added, 'God bless you, Mr. President!' Why should they pray for God to bless me? I advised the Congress of the United States to create the situation that led to the death of their sons. I ordered these sons overseas. I consented to their sons being put in the most difficult parts of the battle lines, where death was certain, or in the impenetrable difficulties of the Forest of Argonne. Why should they weep upon my hand and call down the blessings of God upon me? Because they believe that their boys died for something that vastly transcends any of the immediate and palpable objects of the war. They believe, and rigidly believe, that their sons saved the liberty of the world."

(Woodrow Wilson quoted in The American Political Tradition by Richard Hofstadter, New York: A. A. Knopf, 1948).

Questions for Inquiry and Discovery

1. According to Wilson, why do nations go to war?
2. Would Wilson believe that any sacrifice for the preservation of liberty was worthwhile? Explain.
3. Why would Wilson believe that we cannot be friendly to autocratic governments?
4. How might Woodrow Wilson justify the North Atlantic Treaty Organization in which the United States finds itself allied with dictators?

Questions for Individual Study

1. Did the Treaty of Versailles carry out the goals which Wilson set for foreign policy? Explain.
2. Which international organizations carry out Wilson's ideals?
3. Which autocratic governments does the United States support through some form of asssistance?

Questions for Small Group Discussion

1. Should a nation seek to promote freedom around the world even if it means going to war?
2. What should be the goals of American foreign policy?
3. How does the United Nations carry out some of Wilson's ideas?

Reading Selection #2

> "... The illusion that a nation can escape, if it only wants to, from power politics into a realm where action is guided by moral principles rather than by considerations of power, not only is deeply rooted in the American mind; it also took more than a century for this illusion to crowd out the older notion that international politics is an unending struggle for power in which the interests of individual nations must necessarily be defined in terms of power. Out of the struggle between these two opposing conceptions three types of American statesmen emerge; the realist, thinking in terms of power and represented by Alexander Hamilton; the ideological, acting in terms of power, thinking in terms of moral principles, and represented by Thomas Jefferson and John Quincy Adams; the moralist, thinking and acting in terms of moral principles and represented by Woodrow Wilson. To these three types, three periods of American foreign policy roughly corresponds: the first covering the first decade of the history of the United States as an independent nation, the second covering the nineteenth century to the Spanish-American War, the third covering the half century after that war. That this division of the history of American foreign policy refers only to prevailing tendencies and does by no means preclude the operation side by side of different tendencies in the same period will become obvious in the discussion."

(From Hans Morgenthau, The Mainsprings of American Foreign Policy: National Interest vs. Moral Abstractions, in the American Political Science Review (December 1950).

Questions for Inquiry and Discovery

1. According to Morgenthau, what three types of statesmen have shaped the development of American foreign policy?

2. Which ideals of foreign policy does Wilson represent?

3. What does Morgenthau think of Wilson's approach to foreign policy?

4. Why does George Kennan in his review of American foreign policy soundly condemn Wilson?

5. Using Morgenthau's three different types of statesmen, how would you classify each of these presidents: Kennedy, Johnson and Nixon? Why?

**6. How do the following three documents illustrate the conflict in American foreign policy between idealism and realism?

a. THE MONROE DOCTRINE, DECEMBER 2, 1823

Fellow-Citizens of the Senate and House of Representatives:

"... as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers ...

"The political system of the allied powers is essentially different in this respect from that of America ... We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United ....".

b. HAY'S OPEN DOOR PROPOSALS

"Mr. Choate, United States ambassador to Great Britain, to Lord Salisbury, Prime Minister and Secretary of State for Foreign Affairs, September 22, 1899.

"... It is the sincere desire of my Government that the interests of its citizens may not be prejudiced through exclusive treatment by any of the controlling powers within their respective "spheres of interests" in China, and it hopes to retain there an open market for all the world's commerce, remove dangerous sources of international irritation, and thereby hasten united action of the Powers at Pekin to promote administrative reforms so greatly needed for strengthening the Imperial Government and maintaining the integrity of China, in which it believes the whole Western World is alike concerned. It believes... that the present is a very favorable moment for informing Her Majesty's Government of the desire of the United States to have it make on its own part and to lend its powerful support in effort to obtain from each of the various powers claiming "spheres of interest" in China a declaration substantially to the following effect:

**Recommended for Students Achieving Above Grade Level

"(1) That it will in no wise interfere with any treaty port or any vested interest within any so-called "sphere of interest" or leased territory it may have in China.

"(2) That the Chinese treaty tariff of the time being shall apply to all merchandise landed or shipped to all such ports as are within such "spheres of interest" (unless they be "free ports"), no matter to what nationality it may belong, and that duties so leviable shall be collected by the Chinese Government.

"(3) That it will levy no higher harbor dues on vessels of another nationality frequenting any port in such "sphere" than shall be levied on vessels of its own nationality and no higher railroad charges over lines built, controlled, or operated within its "sphere" on merchandise belonging to citizens or subjects of other nationalities transported through such "sphere" than shall be levied on similar merchandise belonging to its own nationals transported over equal distances...."

c. STATEMENT BY THE PRESIDENT

Harry Truman

"In Korea, the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th Parallel. This they have not done, but on the contrary, have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United States in the execution of this resolution. In these circumstances, I have ordered United States air and sea forces to give the Korean Government troops cover and support.

"The attack upon Korea makes it plain beyond all doubt that communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances, the occupation of Formosa by Communist forces would be a direct threat to the security of the Pacific area and to the United States forces performing their lawful and necessary functions in that area."

Follow-up Activities

*a. Have the class read the rewritten passage and answer the questions below.

Americans have, for a long time, believed that a country should try to spread peace and justice throughout the world. However, not every American has always believed this. Some Americans have felt that most nations are involved in an unending struggle for power; and that our country must protect and insure our interests. Our founding fathers believed in the struggle among nations but gradually other presidents moved the country toward the idea that we should spread peace and justice throughout the world.

---

*Recommended for Students Achieving Below Grade Level

Questions for Inquiry and Discovery

1. How did American presidents differ over what our country should do about foreign policy?

2. Which American president believed he should spread democracy?

3. Which American president believed that we should get and hold power?

4. How would you classify President Nixon's ideas on foreign policy?

    b. Have students bring in a foreign policy speech by President Nixon. Analyze the speech with the class. Elicit Nixon's views of the United States in world affairs.

    c. Assume that Russia has begun mobilizing her troops in Bulgaria for an invasion of Greece. The National Security Council of the United States has been called into session because Greece and United States are both members of N.A.T.O. A nuclear war could break out if there is a direct confrontation between the United States and U.S.S.R.

Assume that you are a member of this council and the president has called upon you for advice. What advice would you give? How would you justify your advise so that the American people would be willing to follow and support Presidential action?

Reading #3

"...If we are to be a really great people, we must strive in good faith to play a great part in the world. We cannot avoid meeting great issues. All that we can determine for ourselves is whether we shall meet them well or ill. In 1898 we could not help being brought face to face with the problem of war with Spain. All we could decide was whether we should shrink like cowards from the contest, or enter into it as beseemed a brave and high-spirited people; and, once in, whether failure or success should crown our banners. So it is now. We cannot avoid the responsibilities that confront us in Hawaii, Cuba, Porto Rico, and the Philippines. All we can decide is whether we shall meet them in a way that will redound to the national credit, or whether we shall make of our dealings with these new problems a dark and shameful page in our history. To refuse to deal with them at all merely amounts to dealing with them badly. We have a given problem to solve. If we undertake the solution, there is, of course, always danger that we may not solve it aright; but to refuse to undertake the solution simply renders it certain that we cannot possibly solve it aright. The timid man, the lazy man, the man who distrusts his country, the overcivilized man, who has lost the great fighting, masterful virtues, the ignorant man, and the man of dull mind, whose soul is incapable of feeling the mighty life that thrills "stern men with empires in their brains" - all these, of course, shrink from seeing the nation undertake its new duties; shrink from seeing us build a navy and an army adequate to our needs; shrink from seeing us do our share of the world's work, by bringing order out of chaos in the great, fair tropic island from which the valor of our soldiers and sailors has driven the Spanish flag.

(From The Strenuous Life by Theodore Roosevelt)

Questions for Inquiry and Discovery

1. According to Theodore Roosevelt, what should be the goals of the United States foreign policy?

2. What kind of a foreign policy would Roosevelt advocate presently?

3. Why can the United States not avoid its responsibilities?

4. Why did Roosevelt support American expansion into the Caribbean area?

Questions for Individual Study

1. Who besides Theodore Roosevelt supported American imperialism during and after the Spanish-American War?

2. What group did not support American expansion at the turn of the 20th Century?

Follow-up Activity

*a. Have the student read the written passage and answer the questions below:

> A great nation has responsibilities and must play an important role throughout the world. Some Americans are timid and lazy and they want us to pull out immediately from Vietnam and all of Southeast Asia. But what will happen if we do? How will other countries like Thailand and South Korea ever believe in us again? Should we run away because the conflict is difficult and bloody?

Questions for Inquiry and Discovery

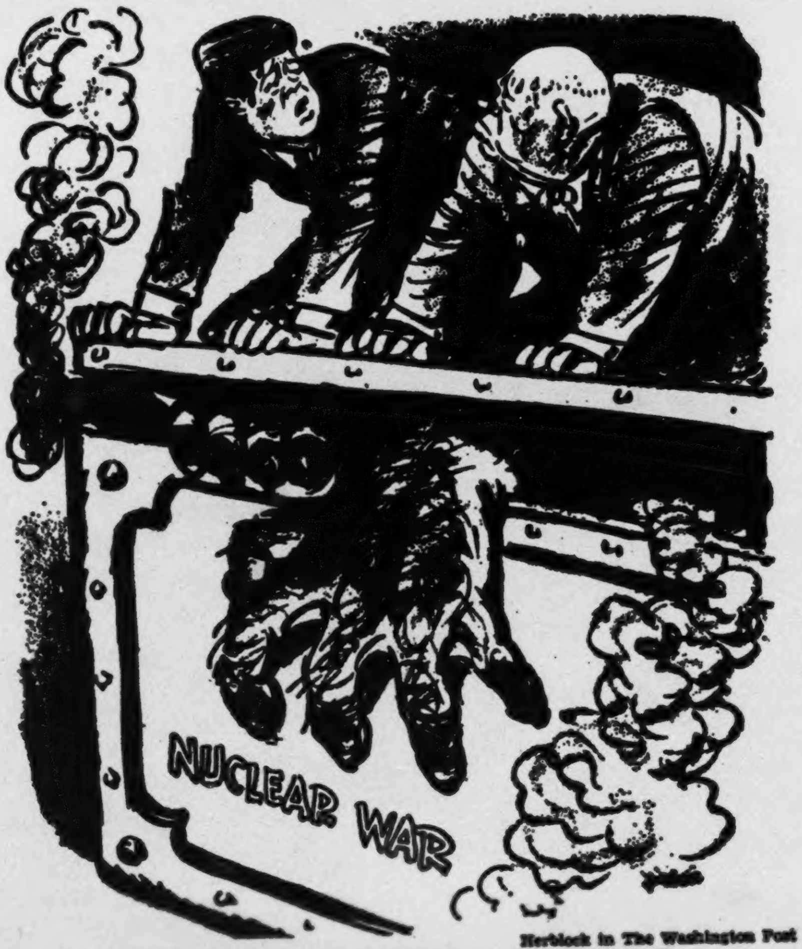
1. Why might Theodore Roosevelt feel that we can't get out of Asia?

2. Does being a man really mean we must not forget our promises to other countries? Explain.

3. Do you really believe that "no one will believe in us" if we pulled out of Asia? Explain.

4. Why might the Communists not take over if we pulled out?

B. Using a cartoon to understand the goals of foreign policy



Herblock in The Washington Post

"We'd better find a lock for this thing."

*Recommended for Students Achieving Below Grade Level

Questions for Inquiry and Discovery

1. Who is sitting on the box labeled "Nuclear War"?
2. Why are they sitting on the box?
3. Why would an American President want to help a Russian leader?
4. What would happen if the two leaders did not cooperate?
5. Can we say that we "want to make the world safe for democracy" and still help the communists? Explain.

Questions for Small Group Discussions

1. Why is it important for a nation to have goals in foreign policy?
2. Should the United States cooperate with communist countries?
3. Is cooperation between the United States and Russia necessary to keep the peace? Explain.
4. How can the United Nations help both Russia and the United States avoid a nuclear war?

C. Using simulation to present alternatives in foreign policy

Below is a list of choices on the decision-making spectrum. The students should be presented with these specific crisis and then asked to explain the choices on The Decision Making Spectrum they would make and why?

1. Another invasion of South Korea by North Korea.
2. Mass invasion of South Vietnam by North Vietnam.
3. Arab-Israel war erupts again.
4. A Russian plane attacks an American plane over West Germany.

CHOICES ON THE DECISION MAKING SPECTRUM

16. Invasion
15. Use of Troops
14. Bombing or Escalation
13. Subversive Action
12. Troop Mobilization
11. Blockade
10. Military Threats
9. Military Presence
8. Military Material
7. Military Advisers
6. Economic Sanctions
5. Economic Aid
4. Propaganda Barrage
3. Call for Negotiations
2. Pres. Statement, Censure
1. Do Nothing

VISUAL C

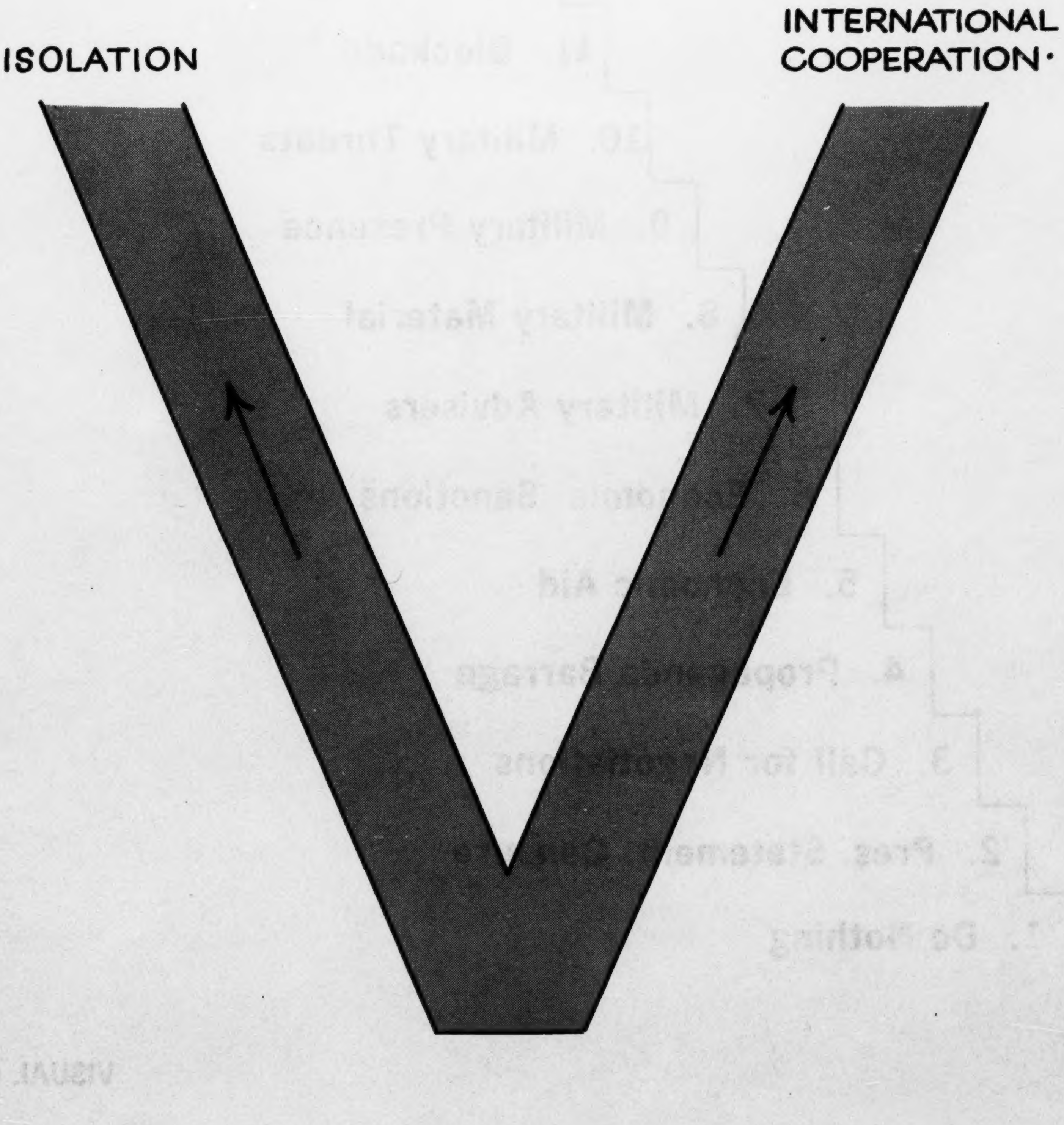
(With permission from Newsweek's Lincoln Filene Center Program, Conflict: Crisis Decision-Making)

Follow-up Activity:

* Use the following two visual illustrations to present simple alternatives which students must choose and then explain their choice. These alternatives might also be the subject of a panel discussion.

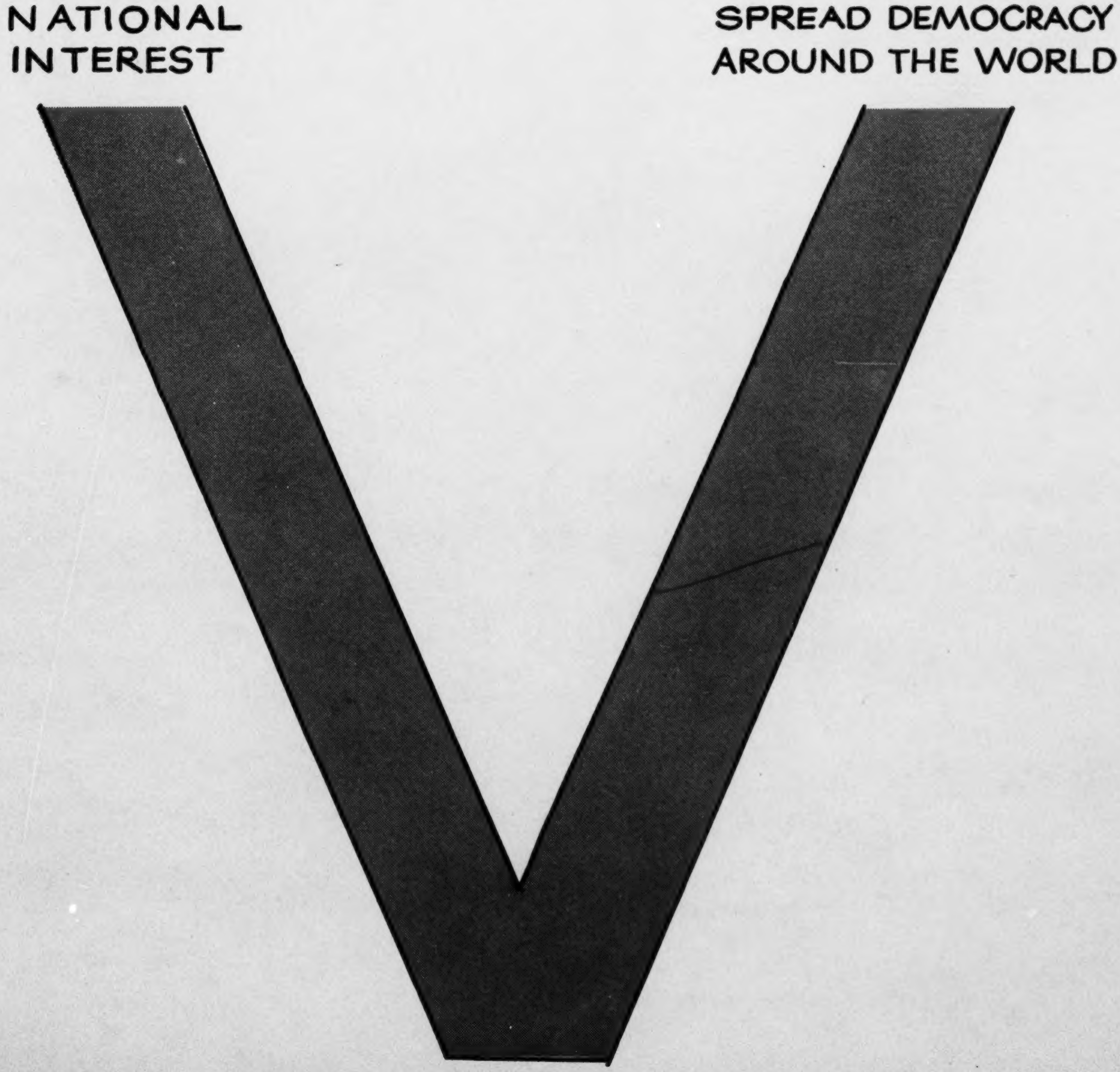
FOREIGN POLICY ALTERNATIVES

Which Road Should a Nation Choose?


ISOLATION
INTERNATIONAL COOPERATION

* Recommended for Students Achieving Below Grade Level

WHICH GOAL SHOULD A NATION SEEK?

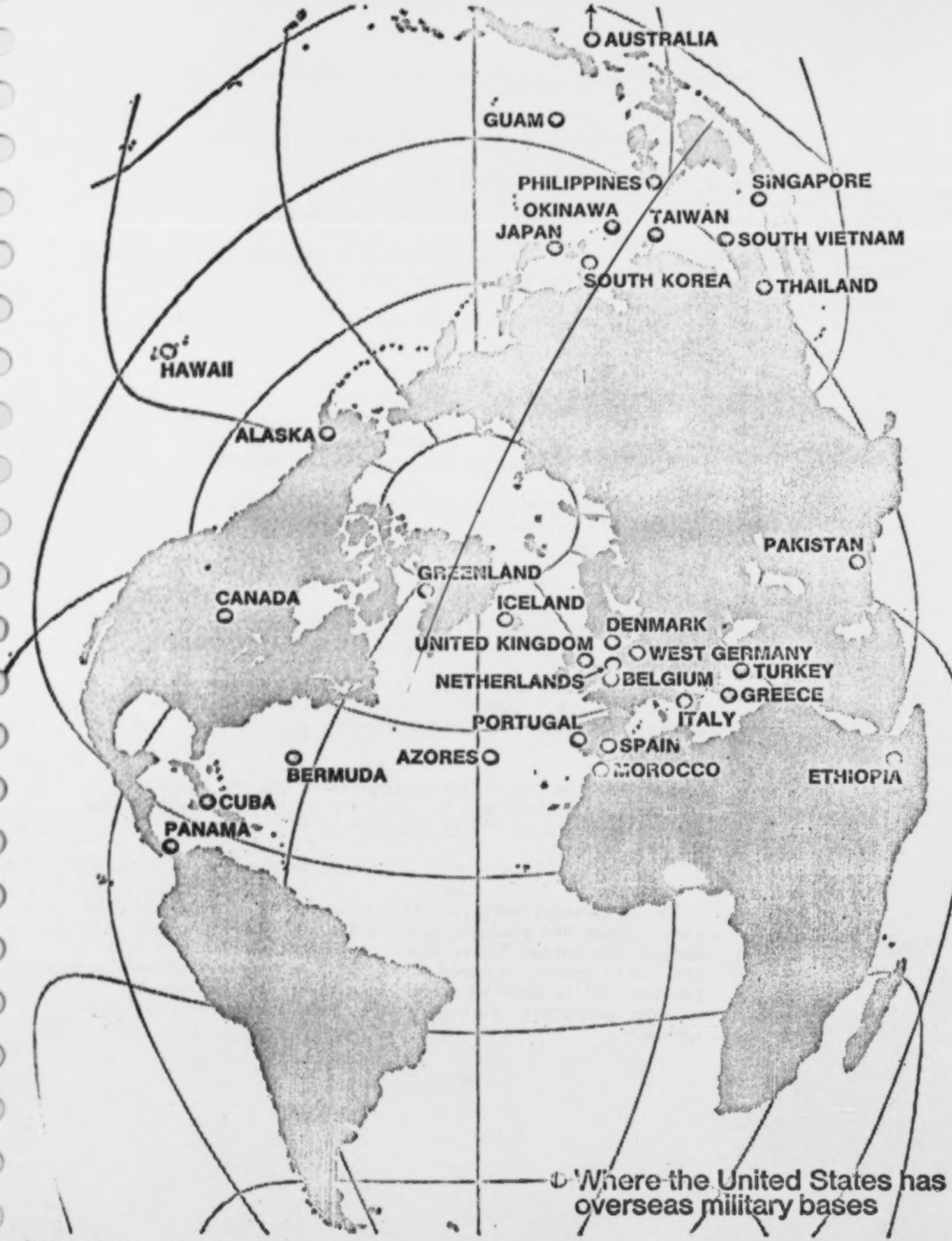

NATIONAL INTEREST
SPREAD DEMOCRACY AROUND THE WORLD

II. WHY IS THE UNITED STATES A WORLD POWER?

Emphasis:

The United States is a world power because of its level of industrial development, its military prowess and ideological commitments.

A. Using maps, charts and graphs to understand the reasons for America being a world power.



Where the United States has overseas military bases

AUSTRALIA
GUAM
PHILIPPINES
SINGAPORE
OKINAWA
TAIWAN
JAPAN
SOUTH VIETNAM
SOUTH KOREA
THAILAND
HAWAII
ALASKA
PAKISTAN
GREENLAND
CANADA
ICELAND
DENMARK
UNITED KINGDOM
WEST GERMANY
TURKEY
NETHERLANDS
BELGIUM
GREECE
ITALY
PORTUGAL
SPAIN
AZORES
BERMUDA
MOROCCO
ETHIOPIA
CUBA
PANAMA

NEW YORK TIMES
MONDAY, MAY 5, 1969

Map of United States Overseas Bases

Questions for Inquiry and Discovery

1. Why does the United States have bases around the world?
2. Which areas have the highest concentration of American bases?
3. Why were these bases originally created?
4. How do these bases increase American influence around the world?
5. If the United States abandon all its overseas bases, how would it weaken or strengthen its position throughout the world?

Questions for Small Group Discussion

1. Does military power make a country a world power?
2. Do military bases around the world really increase military power in the age of the intercontinental missile?
3. Can a world power effectively win a guerrila war in a developing nation?

Follow-up Activities:

a. The class should draw up its list of the five most influential countries in the world. After these have been listed on the blackboard, the class should consider the following questions:

    1. Are these countries influential because they have large military establishments?
    2. Would these countries be as influential if they didn't have a military establishment?
    3. Would they be as influential if they spent money on economic aid rather than preserving military power?

b. Mao Tse-tung maintained that "political power grows out of the barrel of a gun." Ask the student to list three former American presidents who would probably agree and who would disagree.

c. Assume that the United States liquidated all its overseas military bases, then ask the students to discuss how it would affect America's political position in

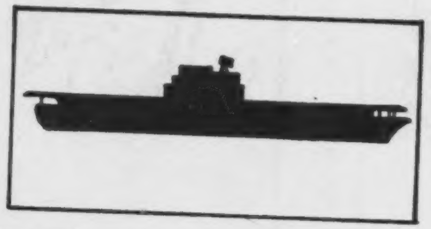
    1. Asia   2. Europe   3. Latin America   4. Africa

d. P.285 is a visual representation of the cost of military hardware. After the students have studied it, have them discuss whether the United States would have greater influence overseas if it spent its money on hospitals, elementary schools and low-cost public housing rather than on aircraft carriers, nuclear submarines, fighter planes, B-52 bombers and an ABM system.

The Cost of Military Spending

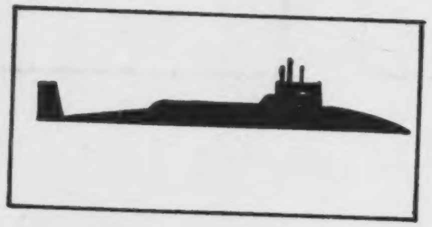
For the cost of:

The U.S. could:

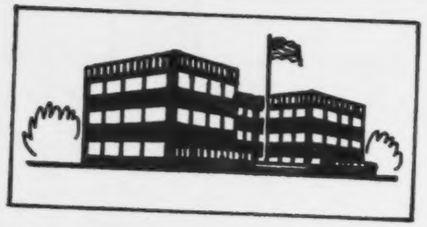


one aircraft carrier ($545 million)

build 109 hospitals.



one nuclear sub ($200 million)



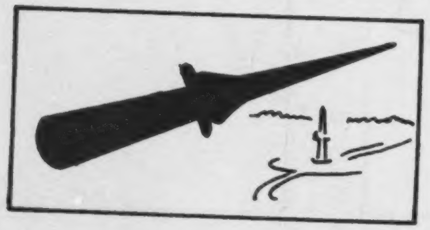
build 133 elementary schools.

one F-111 fighter plane ($6.8 million)

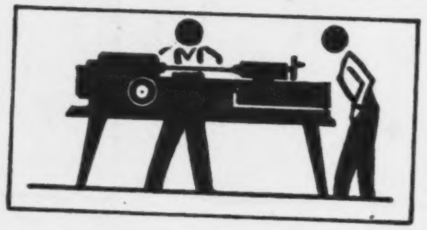
build 1,857 low-cost public housing units.

one B-52 bomber ($7.9 million)

help feed 90,600 needy persons in food-stamp program.



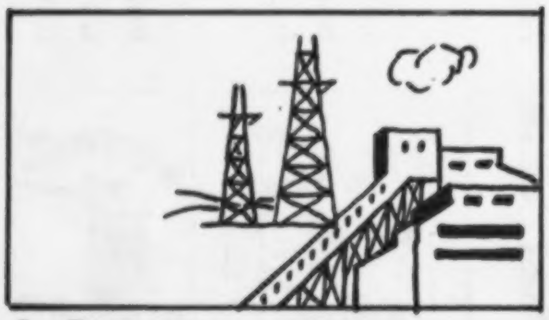
the Safeguard ABM system (estimated to cost $7 billion)



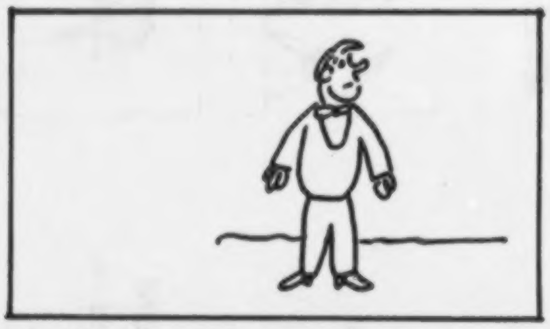
finance the manpower training program for four years.

e. Have the students discuss which of these two countries would be able to play a greater role in world affairs, Country A or B?

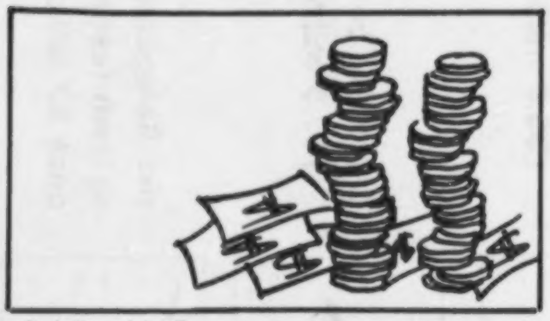
Country A



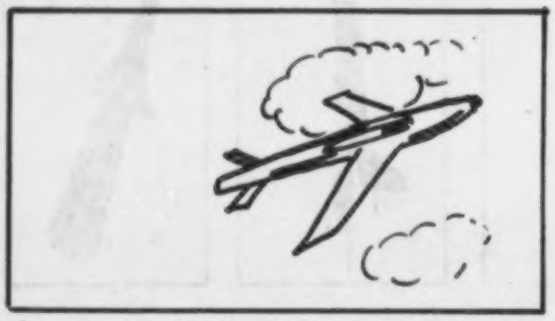
1. Resources
oil, coal, iron



2. Stable government

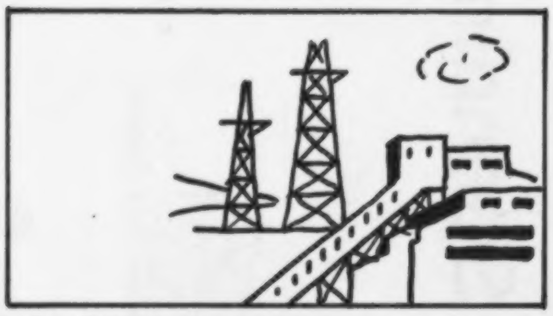


3. Capital

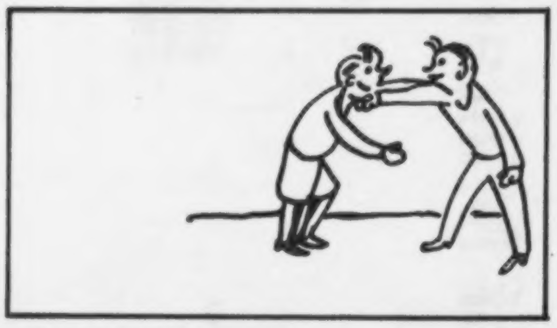


4. Small trained armed forces

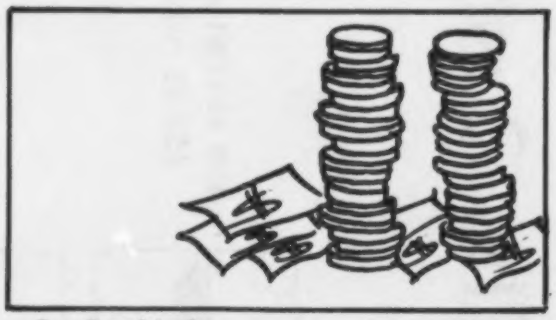
Country B



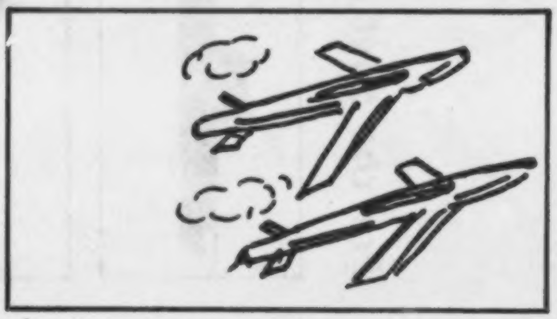
1. Resources
oil, coal, iron



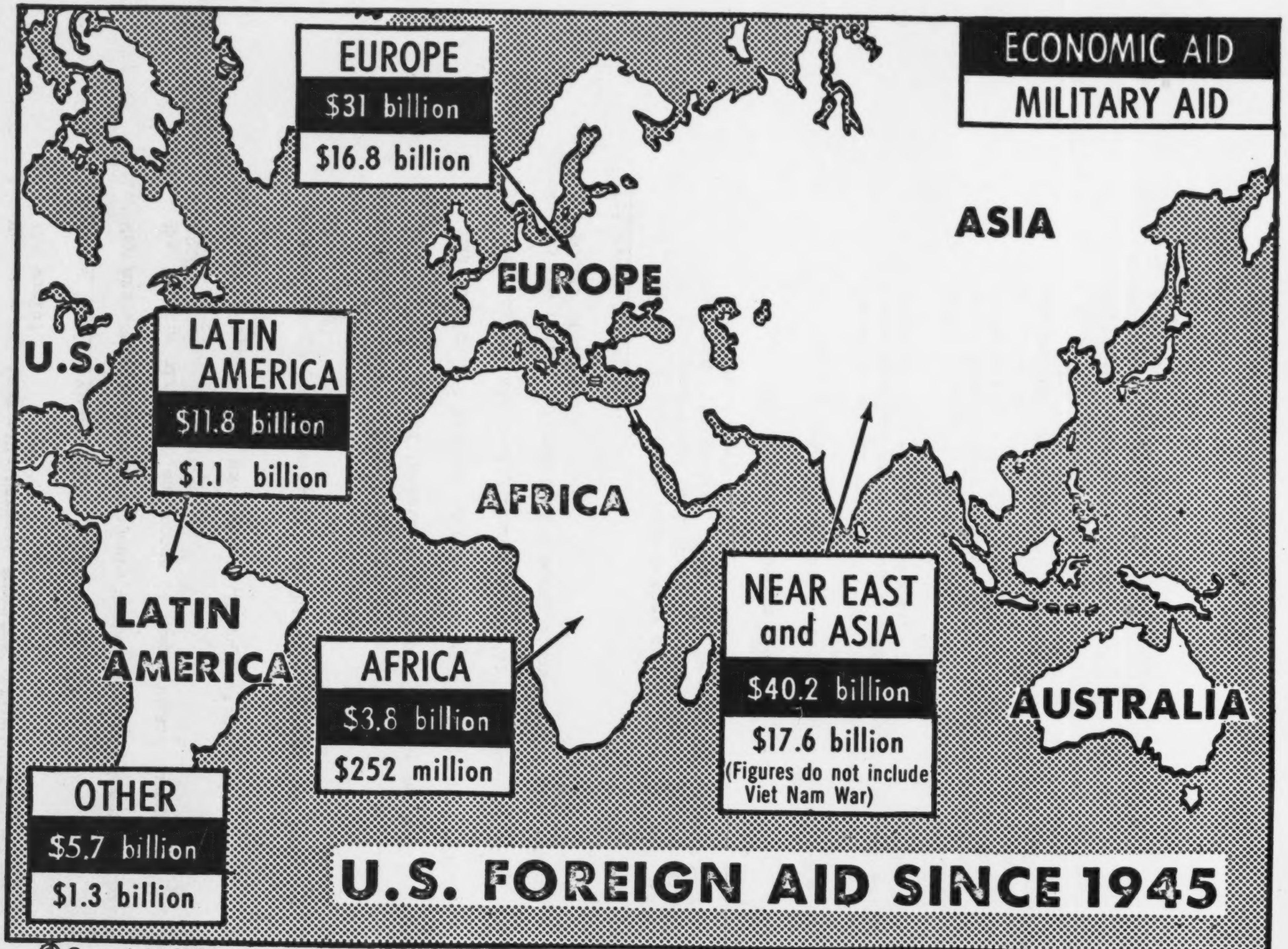
2. Unstable government



3. Capital



4. Large trained armed forces



ECONOMIC AID
MILITARY AID
EUROPE
$31 billion
$16.8 billion
LATIN AMERICA
$11.8 billion
$1.1 billion
AFRICA
$3.8 billion
$252 million
NEAR EAST and ASIA
$40.2 billion
$17.6 billion
(Figures do not include Viet Nam War)
OTHER
$5.7 billion
$1.3 billion
U.S.
EUROPE
ASIA
AFRICA
LATIN AMERICA
AUSTRALIA

U.S. FOREIGN AID SINCE 1945

© Copyright 1969 by Civic Education Service, Inc. TRANSPARENCY MASTER NO.28

Questions for Inquiry and Discovery

1. What does this chart tell us about United States foreign and military aid since 1945?

2. Why did the United States send more aid to Asia or the Near East than any other area?

3. Why did the United States send the least amount of aid to Africa?

4. How does economic aid increase American influence throughout the world?

5. How does military aid increase American influence throughout the world?

Questions for Individual Study

1. Why has Congress in recent years wanted to limit American aid?

**2. How has the direction and scope of American aid changed since 1945?

3. Which groups at home have generally supported American foreign aid? Why?

4. Which groups have generally been hostile to American foreign aid? Why?

Questions for Small Group Discussion

1. Why has foreign aid increased American influence abroad?

2. Has foreign aid brought us more enemies than friends?

3. Does foreign aid really change a country's foreign policy?

4. Do the richer nations have a moral commitment to help the poorer nations?

Follow-up Activities:

**a. Ask the students to assume they are in important positions in the government of a foreign country which is receiving American foreign aid. They have to draw up a plan to send to Washington, which must do two things:

1. Tell why they need foreign aid.

2. Outline specific proposals for the use of American aid.

The class should choose its own chairman, organize its own committees and write up the specific proposals which will cover the two points mentioned.

b. Daily newspaper, usually, will have a number of articles about foreign aid, especially when the foreign aid appropriations bill is up for a vote in Congress. Ask the students to bring to class articles which discuss why groups are for or against foreign aid. After a number of these have been collected, students can be assigned to summarize them for the class and the class can then discuss why some groups support foreign aid and some do not. Then newspaper clipping should be placed on the bulletin board during the discussion of foreign aid.

** Recommended for Students Achieving Above Grade Level

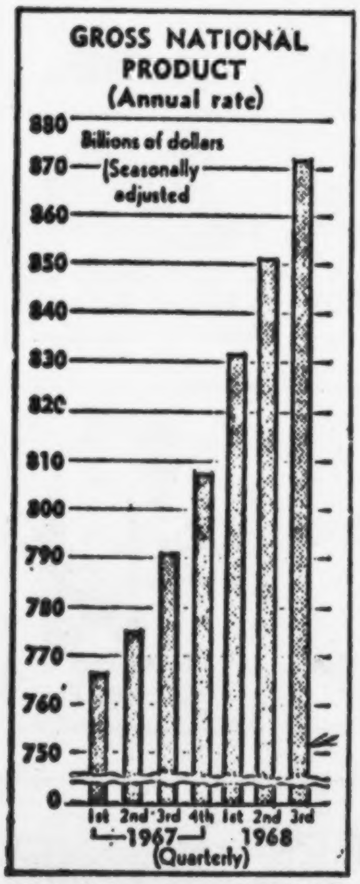
c. Assign several students to investigate how our foreign aid affected a particular country. Using two dissimilar countries like Brazil and West Germany have the students trace for the class

1. Why was the aid given?

2. How much aid the United States extended?

3. What impact did the aid have on the country receiving it?

4. What did the United States receive from the aid it extended?



The New York Times Oct. 14, 1968

Questions for Inquiry and Discovery

1. What is the Gross National Product?

2. How does a large Gross National Product increase a country's influence around the world?

3. Why would a substandial increase in the Gross National Product probably increase America's influence around the world?

4. How would a rapid drop in the Gross National Product affect America's influence abroad?

Follow-up Activities:

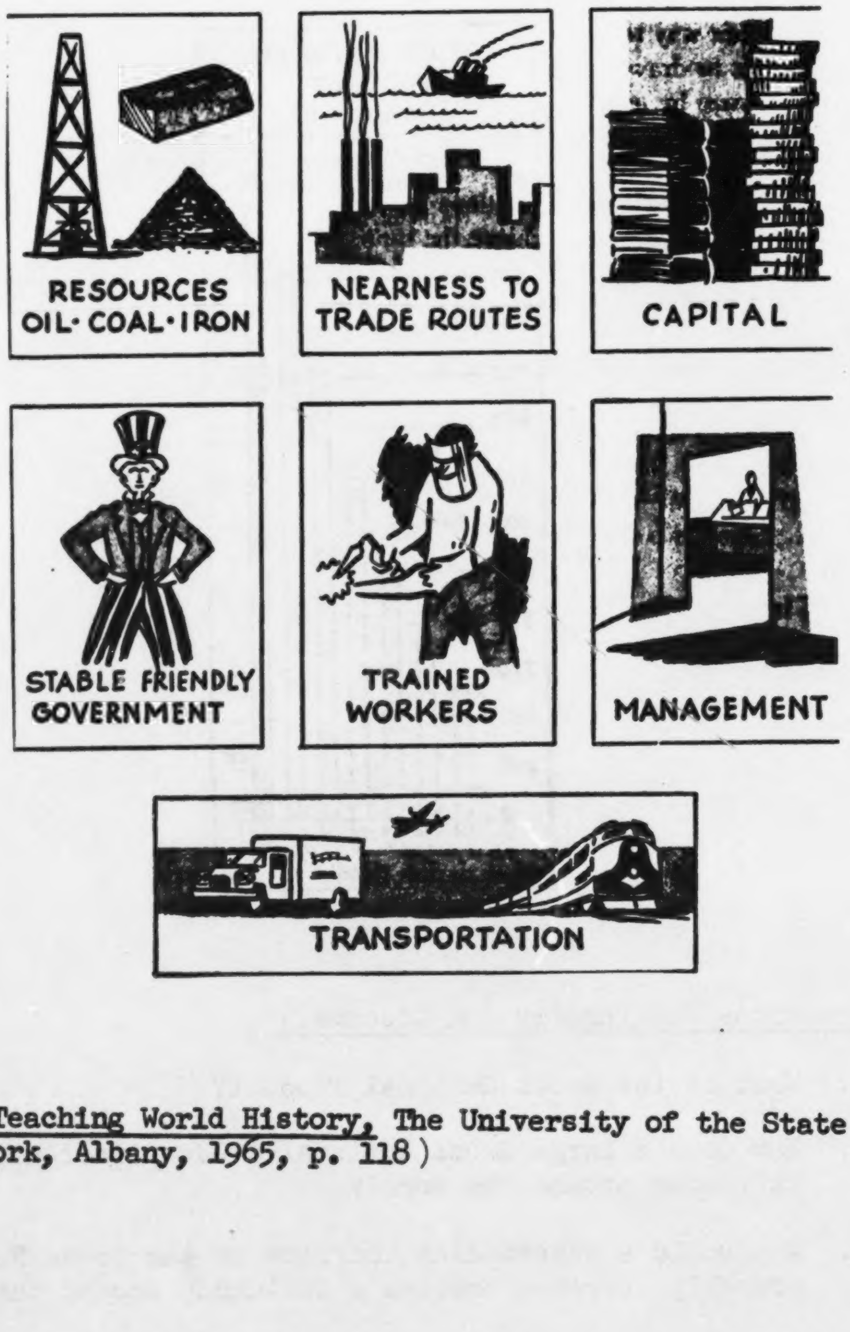
*a. Below are drawings of sources of industrial greatness. Ask the students ;

1. Why is each important?

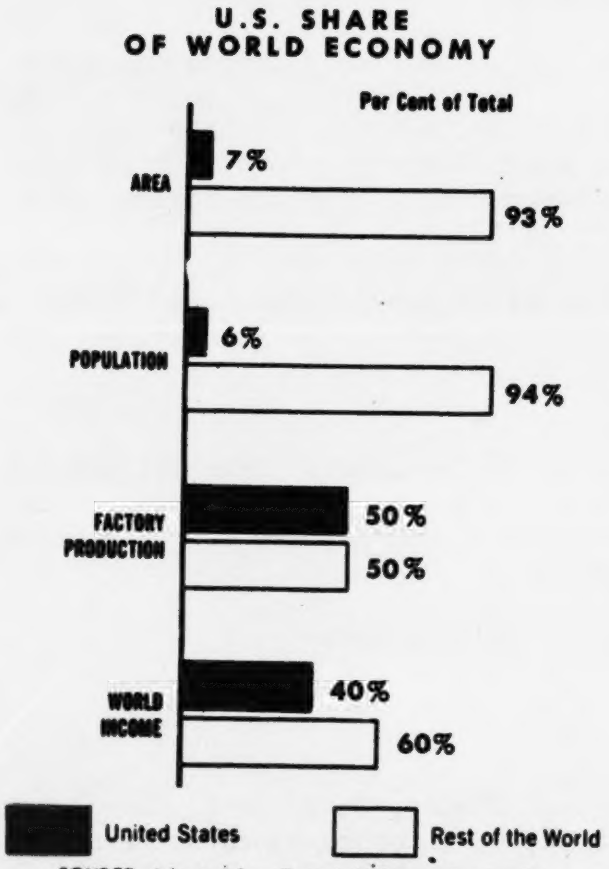
2. Why does the United States have so many important resources?

3. How have our natural resources increased our influence abroad?

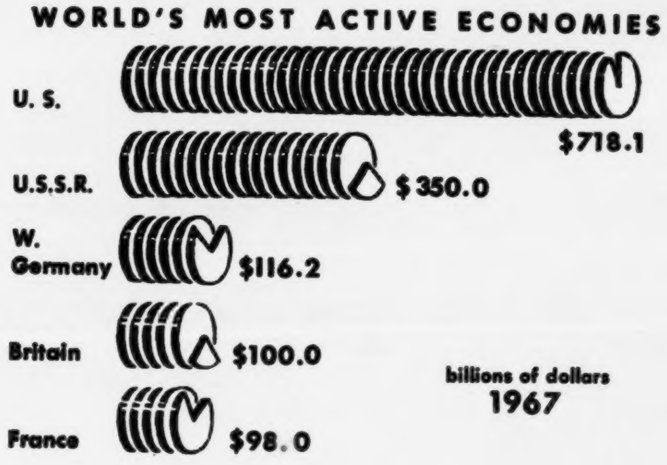
* Recommended for Students Achieving Below Grade Level


RESOURCES
OIL·COAL·IRON
NEARNESS TO
TRADE ROUTES
CAPITAL
STABLE FRIENDLY
GOVERNMENT
TRAINED
WORKERS
MANAGEMENT
TRANSPORTATION

(From Teaching World History, The University of the State of New York, Albany, 1965, p. 118)



SOURCE: Adapted from Twentieth Century Fund, USA in New Dimensions, The Macmillan Company.



(From Senior Scholastic, September 13, 1968)

Questions for Inquiry and Discovery

1. How do these graphs illustrate that the United States plays an important economic role in the world?

2. How does the fact that we have the "world's most active economy" increase our power abroad?

3. Could the United States have as much influence overseas as we presently do if our share of the world's economy was considerable less? Explain.

Questions for Small Group Discussion

1. Why does economic power almost inevitably lead to political power?

2. Can an economically poor country become a politically powerful country? How?

Follow-up Activities:

** Ask the students to create their own bar graph to indicate industrial importance. Instead of using just "factory productions" they might substitute: steel production, oil production, armament production, etc. However, the class should discuss and, if possible, come to an agreement upon the types of industrial production that make a country great.

** Recommended for Students Achieving Above Grade Level

b. Students could go on an imaginary walk around New York and point out features which would indicate that they were in a great industrial country that probably plays a major role in the world economy.

*c. Play the game, Where Am I. Ask the students to assume that they have just arrived in an unknown country. They are blindfolded but they can ask ten questions to find out if they are in an advanced industrialized country which has an important influence throughout the world. What questions should they ask?

B. Using documents to show how American ideals affect its influence abroad.

Document 1.

> "We hold these truths to be self-evident: That all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness."
>
> (From Declaration of Independence)

Document 2.

> "We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."
>
> (Preamble to the Constitution of the United States)

Questions for Inquiry and Discovery

1. What ideals are expressed in these two documents?
2. How do these ideals help create our image overseas?
3. How do these beliefs increase America's influence overseas?
4. How does the fact that these moral goals are not completely realized at home weaken our influence abroad?

Questions for Small Group Discussion

1. Can a country exert world wide influence without ideals even though it has a developed economy? Explain.
2. How do the ideals of a country help or hinder its influence abroad?

---

* Recommended for Students Achieving Below Grade Level

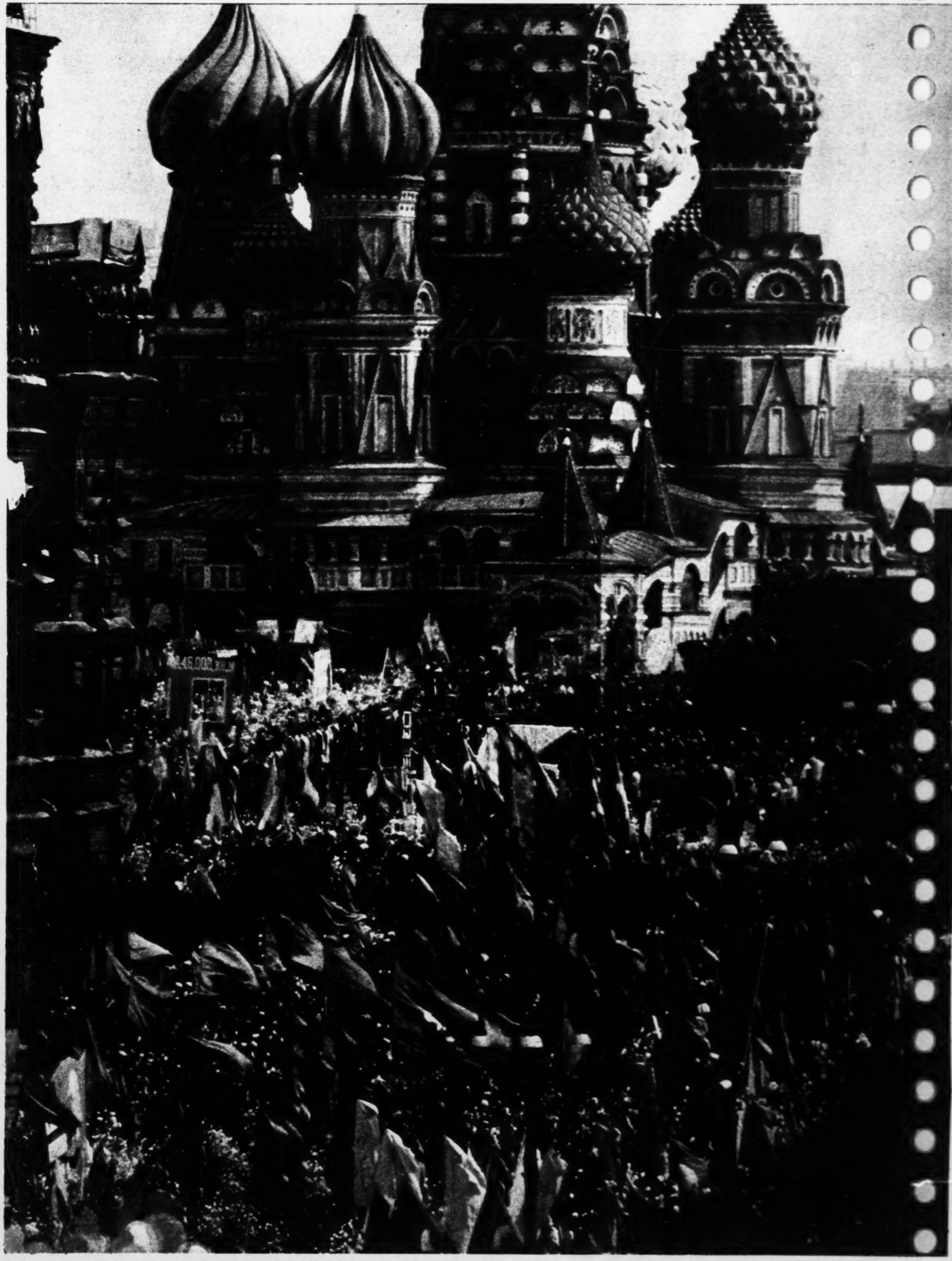
III. HOW HAS THE UNITED STATES ATTEMPTED TO LIMIT SOVIET POWER IN EUROPE AND THE WORLD?

Emphases:

After World War II the United States felt that Russia constituted the greatest threat to American security.

The United States met the Russian challenge in numerous ways.

A. Use of a photograph of a May Day parade in the Soviet Union to help understand Russian expansion.



(From American White Paper: United States Foreign Policy by NBC News
New York: Random House, 1967)

Questions for Inquiry and Discovery

1. Why is Lenin's portrait being held up by the crowd?
2. What did Lenin believe in?
3. Why does Russia celebrate May Day?
4. Why was Russia able to expand into Eastern Europe after 1945?
5. How did the expansion of Russian Communism pose a threat to the United States?

Questions for Small Group Discussion

1. Should the United States have declared war against Russia in 1945?
2. Should the United States have used the A-Bomb as a threat to limit Russian expansion in Europe and Asia.
3. If Russia was not Communist, would there have been a cold war? Explain.

**B. Use magazine articles to understand the American view of Russian expansion.

> ".... The Soviet pressure against the free institutions of the western world is something that can be contained by the adroit and vigilant application of counter-force at a series of constantly shifting geographical and political points, corresponding to the shifts and maneuvers of Soviet policy, but which cannot be charmed or talked out of existence. The Russians look forward to a duel of infinite duration, and they see that already they have scored great successes....
>
> "But in actuality the possibilities for American policy are by no means limited to holding the line and hoping for the best. It is entirely possible for the United States to inflience by its actions the internal developments, both within Russia and throughout the international Communist movement, by which Russian policy is largely determined....
>
> "It would be an exaggeration to say that American behavior unassisted and alone could exercise a power of life and death over the Communist movement and bring about the early fall of Soviet power in Russia. But the United States has it in its power to increase enormously the strains under which Soviet policy must operate, to force upon the Kremlin a far greater degree of moderation and circumspection that it has had to observe in recent years, and in this way to promote tendencies which must eventually find their outlet in either the breakup or the gradual mellowing of Soviet power. For no mystical, Messianic movement -- and particularly not that of the Kremlin -- can face frustration indefinitely without eventually adjusting itself in one way or another to the logic of that state of affairs...."
>
> (From George F. Kennan, The Case for Containment, Life, July, 1947)

Questions for Inquiry and Discovery

1. According to this article, why should the United States seek to contain the Soviet Union?

** Recommended for Students Achieving Above Grade Level

2. What obstacles exist to America's containment of Soviet expansion?

3. How has the United States sought to contain the Soviet Union?

4. What specific steps did Russia take after World War II to expand?

Questions for Individual Study

1. What specific conditions existed after the end of World War II that aided Russian expansion in Europe and Asia?

2. After World War II, why did the United States become the world guardian of democracy?

3. Why did the United States come into direct conflict with Russia after World War II?

4. How did World War II completely destroy the old world balance of power?

5. Why do the revisionists like W. A. Williams disagree with the older explanations of the Cold War?

Questions for Small Group Discussion

1. Could the Cold War have been avoided?

2. Should the United States have returned to isolation after World War II?

3. Was the United States wise in accepting the burden of the military defense of Europe and Asia?

4. Has the end of colonialism after World War II brought about more stability or confusion in the developing world?

C. Use of a presidential address and a policy statement by the Secretary of State to understand America's reaction to Communist expansion in Europe.

Statement by President Truman to the Congress
of the United States, March 12, 1947

"The United States has received from the Greek Government an urgent appeal for financial and economic assistance. Preliminary reports from the American economic mission now in Greece and reports from the American Ambassador in Greece corroborate the statement of the Greek government that assistance is imperative if Greece is to survive as a free nation. I do not believe that the American people and the Congress wish to turn a deaf ear to the appeal of the Greek government....

"Greece is today without funds to finance the importation of those goods which are essential to bare subsistence. Under these circumstances the people of Greece cannot make progress in solving their problems of reconstruction. Greece is in desperate need of financial and economic assistance to enable it to resume purchases of food, clothing, fuel and seeds. These are indispensable for the subsistence of its people and are obtainable only from abroad. Greece must have to import the goods necessary to restore internal order and security so essential for economic and political recovery.

"The Greek government has also asked for the assistance of experienced American administrators, economists and technicians to insure that the financial and other aid given to Greece shall be used effectively in creating a stable and self-sustaining economy and in improving its public administration.

"The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government's authority at a number of points, particularly along the northern boundaries. A commission appointed by the United Nations Security Council is at present investigating disturbed conditions in Northern Greece on the one hand and Albania, Bulgaria and Yugoslavia on the other."

Questions for Inquiry and Discovery

1. Why didn't the United Nations help Greece and Turkey?

2. Why did the United States feel that it was in its national interest to come to the aid of Greece and Turkey?

3. "The seeds of totalitarian regimes are nurtured by misery and and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died."

   Would you agree or disagree with this statement by President Truman? Explain. What specific historical proof could you muster to support your position?

Questions for Independent Study

1. Why did President Truman assume that the United Nations could not move swiftly to help Greece and Turkey?

2. What specific conditions in Greece and Turkey give rise to this urgent request for funds?

3. How did the Greeks and Turks use these funds to stabilize their government?

4. Why were we successful in Greece and Turkey?

Statement by George C. Marshall, Secretary of State

"As a result of the war, the European community which for centuries had been one of the most productive and indeed creative portions of the inhabited world was left prostrate....

"It would be well, therefore to deal briefly with what the area encompassed by those 16 nations plus Western Germany has meant to us and has meant to the world. This community before the war accounted for nearly one-half of the world's shipping. Their industrial production in terms of the basic commodities of coal, steel, and chemicals was before the war slightly greater than that of the United States. Their economy was highly integrated, each part depending upon the efficient working of the other....

"The Committee of European Cooperation, meeting in Paris, produced a recovery program extending over 4 years. After the most careful checking, with the agencies, we have concluded that the Paris report correctly identifies the courses of action necessary to produce recovery and indicates an approximate order of magnitude of the cost for the full 4-year program. On the basis of present indications, the estimated cost of our Treasury of this program may be of the order of magnitude of 16 to 20 billion dollars....

"I do not have to tell you that this foreign economic program of the United States seeks no special advantage and pursues no sinister purpose. It is a program of construction, production, and recovery. It menaces no one. It is designed specifically to bring to an end the shortest possible time the dependence of these countries upon aid from the United States. We wish to see them self-supporting....

"We must not fail to meet this inspring challenge. We must not permit the free community of Europe to be extinguished. Should this occur it would be a tragedy for the world. It would impose incalculable burdens upon this country and force serious readjustments in our traditional way of life. One of our important freedoms -- freedom of choice in both domestic and foreign affairs -- would be drastically curtailed.

"Whether we like it or not, we find ourselves, our Nation, in a world position of vast responsibility. We can act for our own good by acting for the world's good."

Questions for Inquiry and Discovery

1. Why was the Marshall Plan created?

2. What steps would the United States take to help Europe?

3. Why was the Marshall Plan successful?

Questions for Independent Study

1. What countries received economic aid under the Marshall Plan?

2. How did the Marshall Plan aid European economic recovery?

3. Would Europe have recovered economically without the Marshall Plan? Explain.

4. Why didn't Russia join the Marshall Plan?

D. Use of presidential address to understand America's reaction to Communist military aggression in Asia.

Statement by the President of the United States,
June 27, 1950

"In Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troop cover and support.

"The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances the occupation of Formosa by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area."

Questions for Inquiry and Discovery

1. Why did the United States react to the invasion of South Korea by North Korea?

2. How did the United States react to the invasion?

3. Why did the President accelerate military assistance to the forces of France and the Associated States of Indo-China?

4. What other steps might the United States have taken in this situation?

Questions for Individual Study

1. Why did North Korea invade South Korea?

2. Why did the United States work through and with the United Nations to help South Korea?

3. How did the Korean War change the balance of power in Asia?

4. Why was General MacArthur dismissed?

5. Why did peace negotiations drag on so long?

6. Did the Korean War change the balance of power in Asia?

IV. HOW CAN WE MAINTAIN OUR NATIONAL SECURITY AND YET CO-EXIST WITH COMMUNISM?

Emphasis:

The United States is seeking ways of peaceful co-existence with communism although different struggles around the world make peaceful co-existence difficult.

A. Using a Presidential speech to understand reasons for a direct confrontation between Soviet Union and the United States.

REPORT TO THE AMERICAN PEOPLE by President Kennedy,
Washington, October 22, 1962

Good Evening, My Fellow Citizens:

This Government, as promised, has maintained the closest surveillance of the Soviet military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere....

The characteristics of these new missile sites indicate two distinct types of installations. Several of them include medium range ballistic missiles, capable of carrying a nuclear warhead for a distance of more than 1,000 nautical miles. Each of these missiles, in short, is capable of striking Washington, D.C., the Panama Canal, Cape Canaveral, Mexico City, or any other city in the Southeastern part of the United States, in Central America, or in the Caribbean area....

This urgent transformation of Cuba into an important strategic base -- by the presence of these large, long-range, and clearly offensive weapons of sudden mass destruction -- constitutes an explicit threat to the peace and security of all the Americas, in flagrant and deliberate defiance of the Rio Pact of 1947, the traditions of this Nation and hemisphere, the joint resolution of the 87th Congress, the Charter of the United Nations, and my own public warnings to the Soviets....

Questions for Inquiry and Discovery

1. Why was President Kennedy excited about developments in Cuba?
2. How did developments in Cuba create tension in Russian-American relations?
3. What action did the United States take to preserve its national interest?

Questions for Individual Study

1. Why did the Soviet Union put missiles in Cuba?
2. What part did Secretary of Defense Robert McNamara play in this conflict?
3. Why was this conflict a lesson in brinkmanship?

Follow-up Activities:

**a. In the Metropolitan Atlanta Project (Documents and other Primary Source Materials) developed by the New York Times 1969-70 and available from them, there is a collection of documents which would allow the student to follow, day by day, the development of the Cuban missile crisis. The crisis, as viewed in the material from the New York Times, can be discussed from many different frames of reference:

1. Why was there a direct confrontation between the United States and U.S.S.R. on Cuba during October and November 1962?

2. How did a leading newspaper like the New York Times handle the crisis?

3. How has the flood of historical materials and memoires by people like Roger Hilsman, Robert Kennedy, and Robert McNamara given us a different perspective than that presented in the day to day reporting of the New York Times.

4. Did Americans know the "truth" about the situation as it developed?

B. Using a Presidential speech to indicate a new emphasis in American-Soviet relationship.

> What kind of peace do I mean? What kind of peace do we seek? Not a Pax Americana enforced on the world by American weapons of war. Not the peace of the grave or the security of the slave. I am talking about genuine peace, the kind of peace that makes life on earth worth living, the kind that enables men and nations to grow and to hope and to build a better life for their children -- not merely peace for Americans but peace for all men and women, not merely peace in our time but peace for all time.
>
> Some say that it is useless to speak of world peace or world disarmament -- and that it will be useless until the leaders of the Soviet Union adopt a more enlightened attitude. I hope they do. I believe we can help them to do it. But I also believe that we must reexamine our own attitude, as individuals and as a nation, for our attitude is as essential as theirs. And every graduate of this school, every thoughtful citizen who despairs of war and wishes to bring peace, should begin by looking inward -- by examining his own attitude toward the possibilities of peace, toward the Soviet Union, toward freedom and peace here at home.
>
> First: Let us examine our attitude toward peace itself. Too many of us think it is impossible. Too many think it unreal. But that is a dangerous defeatist belief. It leads to the conclusion that war is inevitable, that mankind is doomed, that we are gripped by forces we cannot control.

Questions for Inquiry and Discovery

1. What does Kennedy believe should be the basis of a durable peace?

2. Why does Kennedy believe we should "reexamine our attitude toward the Soviet Union?"

3. Why does Kennedy seek out common traits between the United States and the Soviet Union?

** Recommended for Students Achieving Above Grade Level

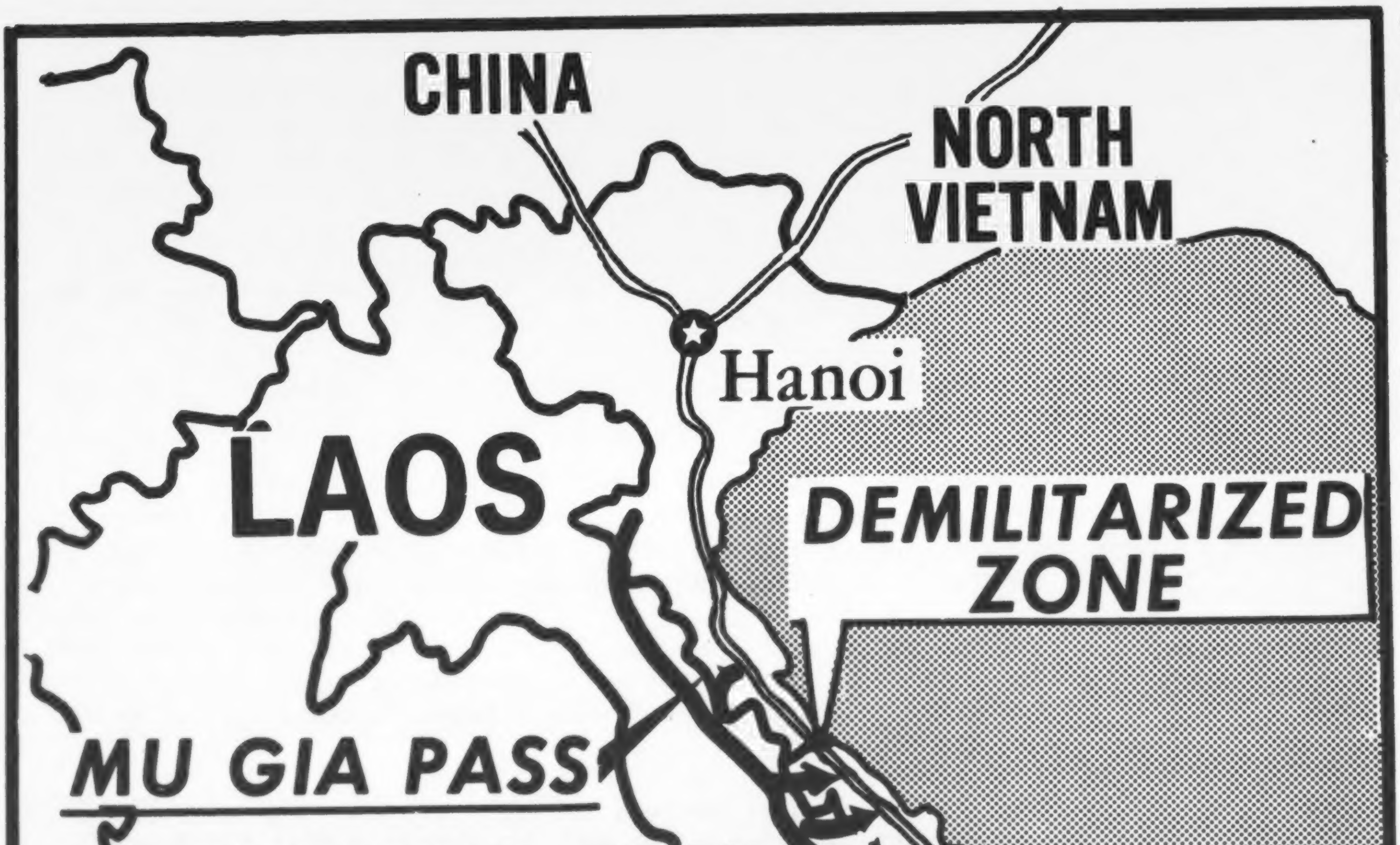
Questions for Small Group Discussion

1. Can the United States trust the Soviet Union?
2. Can the United States reach an agreement with the Soviet Union in areas which are important to both? Will the S.A.L.T. talks succeed in reducing the nuclear arms race?

C. Using a case study of Vietnamese conflict to understand how a limited war imperils our national security and hinders our co-existence with the Communist world.

Document 1

Map of Vietnam


CHINA
NORTH VIETNAM
Hanoi
LAOS
DEMILITARIZED ZONE
MU GIA PASS
HỒ CHI MINH TRAIL
SOUTH VIETNAM
Saigon
China
India
Area of Larger Map

ILLUSTRATED IN THE NEWSROOMS OF THE NATIONAL OBSERVER®
PUBLISHED WEEKLY BY A.B.DICK EDUCATIONAL SERVICES / A.B.DICK COMPANY, 5700 WEST TOUHY AVENUE, CHICAGO, ILLINOIS 60648
©1968 DOW JONES & COMPANY, INC.

Questions for Inquiry and Discovery

1. Where is Vietnam located?
2. Which countries surround Vietnam?
3. Why is Vietnam important geographically?
4. Why is Vietnam divided into North and South?
5. How would instability in Vietnam have a direct effect upon Laos, Cambodia, China and Thailand?

Follow-up Activities:

a. Ask the student to color in map using different colors for the various countries. The best maps should be placed on the bulletin boards throughout the case study of Vietnam.

*b. Student should be asked to locate the following places on their outline map of Vietnam:

1. Saigon
2. Hanoi
3. Ho Chi-Min Trail
4. Gulf of Tonkin
5. Demilitarized Zone
6. A-Shau Valley
7. Cambodia
8. Hue
9. Laos

*c. Show frames 16, 17, 18, 19, 20, 21 from the filmstrip, Viet Nam: Plight of a People (Scholastic Filmstrips). Have the students answer the following questions:

Questions for Inquiry and Discovery

1. Why does Vietnam have "two bowls of rice?"
2. What do these filmstrip frames tell us about Vietnam's geography?
3. Where do most Vietnamese live?
4. Why would Vietnam be a good place for guerrilla warfare?

Document 2

EXCERPT FROM FINAL DECLARATION OF THE GENEVA CONFERENCE, July 21, 1954

Nations taking part in the Conference: Kingdom of Cambodia, Democratic Republic of Vietnam, France, Kingdom of Laos, People's Republic of China, State of Vietnam, Union of Soviet Socialist Republics, United Kingdom (Great Britain, United States of America.

The Conference recognizes that the essential purpose of the agreement relating to Vietnam is to settle military questions with a view to ending hostilities and that the military demarcation line is provisional and should not in any way be interpreted as constituting a political or territorial boundary. The Conference expresses its conviction that the execution of the provisions set out in the present declaration and in the agreement on the cessation of hostilities creates the necessary basis for the achievement in the near future of a political settlement in Vietnam.

---

* Recommended for Students Achieving Below Grade Level

The Conference declares that, so far as Vietnam is concerned, the settlement of political problems, effected on the basis of respect for the principles of independence, unity, and territorial integrity, shall permit the Vietnamese people to enjoy the fundamental freedoms, guaranteed by democratic institutions established as a result of free general elections by secret ballot. In order to ensure that sufficient progress in the restoration of peace has been made, and that all the necessary conditions obtain for free expression of the national will, general elections shall be held in July, 1956, under the supervision of an international commission composed of representatives of the Member States of the International Supervisory Commission, referred to in the agreement on the cessation of hostilities. Consultations will be held on this subject between the competent representative authorities of the two zones from July 20, 1955, onward.

Questions for Inquiry and Discovery

1. How did the Geneva Conference deal with the problem of Indo-China?

2. Why was Indo-China partitioned?

3. Why did France pull out of Indo-China?

4. Why did the United States support the agreement but not sign it?

Questions for Individual Study

1. How did World War II foster the development of Vietnamese nationalism?

2. How did the victory of Communism in China aid the growth of a Communist movement in Indo-China?

3. Why was France unable to maintain its position in Vietnam?

**4. How did the war in Indo-China divide public opinion in France?

5. What policy did the United States follow toward the French struggle in Indo-China?

6. Why was the United States concerned over the spread of Communism in South East Asia?

**7. What policy did the Soviet Union follow in regard to France's war in Indo-China?

Document 3

PRESIDENT EISENHOWER OFFERS AID TO NGO DINH DIEM WITH CONDITIONS, October 23, 1954

Dear Mr. President:

......

We have been exploring ways and means to permit our aid to Vietnam to be more effective and to make a greater contribution to the welfare and stability of the Government of Vietnam. I am accordingly, instructing the American to Vietnam (Donald R. Heath) to examine with you in your capacity as Chief of Government, how an intelligent program of American aid given directly to your Government can serve to assist Vietnam in its present hour of trial, provided that your Government is prepared to give assurances as to the standards of performance it would be able to maintain in the event such aid were supplied.

** Recommended for Students Achieving Above Grade Level

Questions for Inquiry and Discovery

1. Why did President Eisenhower extend American aid to South Vietnam?
2. What conditions did Eisenhower attach to this aid?
3. In what form was the aid extended?
4. Why would Russia object to American aid to South Vietnam?

Document 4

AUGMENTED UNITED STATES SUPPORT FOR NGO DIHN DIEM: CORRESPONDENCE WITH JOHN F. KENNEDY

President Diem to President Kennedy, December 7, 1961

Like the United States, the Republic of Vietnam has always been devoted to the preservation of peace. My people know only too well the sorrows of war. We have honored the 1954 Geneva Agreements even though they resulted in the partition of our country and the enslavement of more than half of our people by Communist tyranny. We have never considered the reunification of our nation by force. On the contrary, we have publicly pledged that we will not violate the demarcation line and the demilitarized zone set up by the Agreements. We have always been prepared and have on many occasions stated our willingness to reunify Vietnam on the basis of democratic and truly free elections.

The record of the Communist authorities in the northern part of our country is quite otherwise. They not only consented to the division of Vietnam, but were eager for it. They pledged themselves to observe the Geneva Agreements and during the seven years since have never ceased to violate them. They call for free elections but are ignorant of the very meaning of the words. They talk of "peaceful reunification" and wage war against us.

From the beginning, the Communists resorted to terror in their efforts to subvert our people, destroy our government, and government, and impose a Communist regime upon us. They have attacked defenseless teachers, closed schools, killed members of our anti-malarial program, and looted hospitals. This is coldly calculated to destroy our government's humanitarian efforts to serve our people.

Document 5

PRESIDENT KENNEDY TO PRESIDENT DIEM, December 14, 1961

Dear Mr. President:

I have received your recent letter in which you described so cogently the dangerous condition caused by North Vietnam's efforts to take over your country. The situation in your embattled country is well known to me and to the American people. We have been deeply disturbed by the assult on your country. Our indignation has mounted as the deliberate savagery of the Communist program of assassination, kidnapping, and wanton violence became clear.

Your letter underlines what our own information has convincingly shown -- that the campaign of force and terror now being waged against your people and your Government is supported and directed from the outside by the authorities at Hanoi. They have thus violated the provisions of the Geneva Accords designed to ensure peace in Vietnam and to which they bound themselves in 1954.

In accordance with that declaration, and in response to your request, we are prepared to help the Republic of Vietnam to protect its people and to preserve its independence. We shall promptly increase our assistance to defense effort as well as help relieve the destruction of the floods which you describe.

Questions for Inquiry and Discovery

1. Why did President Kennedy increase our aid to South Vietnam?
2. How was American aid increased to South Vietnam?
3. Why would the Russians feel that any increase in American aid was a direct challenge to them?

Questions for Individual Study

1. How did President Diem come to power in South Vietnam?
2. Why was the Diem government overthrown?

**3. How did the religious controversy within Vietnam cause serious problems for the South Vietnamese government?

**4. Why did Khrushchev and then Brezhnev object to increased American aid to Vietnam?

5. Why did President de Gaulle fail to support American policy in Vietnam?

Document 6

PROGRAM OF THE NATIONAL LIBERATION FRONT OF SOUTH VIETNAM

I. Overthrow the camouflaged colonial regime of the American imperialists and the dictatorial power of Ngo Dinh Diem, servant of the Americans, and institute a government of national democratic union.

II. Institute a largely liberal and democratic regime.

Document 7

A PATTERN FOR PEACE IN SOUTHEAST ASIA: THE JOHNS HOPKINS SPEECH by Lyndon B. Johnson

.... Tonight Americans and Asians are dying for a world where each people may choose its own path to change.

This is the principle for which our ancestors fought in the valleys of Pennsylvania. It is the principle for which our sons fight in the jungles of Vietnam.

Vietnam is far from this quiet campus. We have no territory there, nor do we seek any. The war is dirty and brutal and difficult. And some 400 young men, born into an America bursting with opportunity and promise, have ended their lives on Vietnam's steaming soil.

Why must we take this painful road?

Why must this nation hazard its ease, its interest, and its power for the sake of a people so far away?

We fight because we must fight if we are to live in a world where every country can shape its own destiny. And only in such a world will our own freedom be finally secure.

** Recommended for Students Achieving Above Grade Level

> This kind of a world will never be built by bombs or bullets. Yet the infirmities of man are such that force must often precede reason, and the waste of war, the works of peace.
>
> We wish this were not so. But we must deal with the world as it is, if it is ever to be as we wish.

Questions for Inquiry and Discovery

1. Why did President Johnson state we are in Vietnam?
2. Why is this a "fateful" road?

Questions for Individual Study

1. Why did President Johnson increase American aid to Vietnam?
2. How the the United States increase its military aid to Vietnam?
3. What military steps did the United States take to fight the war in Vietnam?
4. How did the United States strengthen its program to deal with guerrilla warfare?

Follow-up Activities:

*a. Have the class play, Who Am I? Identify the following people by telling who they are and what role they played in the Vietnam War.

1. Marshall Ky
2. President Thieu
3. President Diem
4. General Westmoreland
5. General Abrams
6. Prince Narodim Saranouk
7. Ho Chi-Minh
8. General Giap

*b. Have the class try to identify Who Did What?

1. I ordered American planes to bomb North Vietnam.
2. I first extended American military aid to South Vietnam.
3. I criticized the action the President took in Vietnam.
4. I was an American general who was in charge of our forces in South Vietnam until 1968.
5. I ordered 25,000 Americans to leave South Vietnam.

c. Have a panel of students research and report on Why President Nixon invaded Cambodia? Then ask the class to discuss the consequences of the invasion.

* Recommended for Students Achieving Below Grade Level

Document 8

Gulf of Tonkin Crisis. On Aug. 2, the U.S. destroyer Maddox was attacked by three North Vietnamese PT boats in international waters about 30 miles off the coast of North Viet Nam. The Defense Department said the Seventh Fleet vessel was on a routine patrol in the Gulf of Tonkin when the PT boats attacked with torpedoes and gunfire. Joined by four U.S. aircraft from a carrier, the Maddox returned the gunfire and drove off the attacking boats. Informed of the attack, President Johnson held White House briefings with top U.S. military and diplomatic officials.

On Aug. 3, the President announced the following instructions to the Pacific naval command: (1) Continue the patrols in the Gulf of Tonkin; (2) double the destroyer force off North Viet Nam; (3) provide a "combat air patrol" over the destroyers; (4) attack any force which attacks U.S. naval patrols and attack "with the objective of not only driving off the force but of destroying it..."

On Aug. 4, the Defense Department announced that a second "deliberate attack" had been made by an undetermined number of North Vietnamese PT boats on two U.S. destroyers. The Maddox and the C. Turner Joy were fired on "while on routine patrol in the Tonkin Gulf international waters about 65 miles from the nearest land." The destroyers and their covering aircraft followed the President's orders of the previous day, returning the attack and apparently sinking at least two of the PT boats.

President Johnson announced also that he had given the following instructions to Administration leaders in Washington: Secretary of State Dean Rusk was to make the American position "totally clear to friends, to adversaries, and indeed to all"; UN Ambassador Adlai E. Stevenson was to raise the matter "immediately and urgently" before the Security Council; Congressional leaders of both parties were requested to facilitate prompt passage of a resolution "making it clear that our Government is united in its determination to take all necessary measures in support of freedom and defense of peace in Southeast Asia."

On Aug. 5, Secretary of Defense Robert S. McNamara told a news conference that 64 air sorties, launched from two Seventh Fleet carriers, were made against North Vietnamese PT boat bases and the supporting oil storage depots in four areas. The Secretary said the strikes resulted in destruction of approximately 25 North Vietnamese vessels, while two American planes were lost and two others damaged.

Tonkin Gulf Resolution. On Aug. 7, Congress voted overwhelming approval of the resolution supporting President Johnson's actions in Southeast Asia (H J Res 1145). The House approved the resolution by a 416-0 roll-call vote. The Senate adopted it the same day by a vote of 88-2 with Sens. Wayne Morse (D Ore.) and Ernest Gruening (D Alaska) dissenting.

The resolution recorded that "Congress approves and supports the determination of the President, as Commander- in- Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression." It stated also that the United States was "prepared, as the President determines, to take all necessary steps, including the use of armed force, to assist any...(state protected by SEATO, including South Viet Nam) requesting assistance in defense of its freedom."

In debate, Rep. Eugene Siler (R Ky.), who paired against the resolution, called it an unnecessary "buck-passing" device designed to seal Congress' lips against future criticism. Rep. H.R. Gross (R Iowa) said: "For whatever value it may have as an expression of unity in this emergency, I will support the resolution. However, I am sick and tired of approving resolutions which try to imply that the United Nations has provided more than token opposition to the halting of the Communist world conspiracy."

Rep. William S. Broomfield (R Mich.) commented: "We have been called a paper tiger by the leaders of Red China, a tiger without real substance. By our actions in answer to provocation earlier this week, we have shown unmistakably in the only language the Communists seem to comprehend, that we decidedly have teeth and we know how to use them.

Rep. John M. Ashbrook (R Ohio) added: "Many of us are glad to see the President take the action in Viet Nam which he did. There are some pertinent questions to ask, however. Does this really represent a policy switch from the no-win, vacillating course of events which our State Department has followed? While I hope it has, I must say I am indeed apprehensive."

Rep. Henry S. Reuss (D Wis.) suggested: "Drawing on peace force patterns establishment of such a peace force for South Viet Nam, to patrol its borders, to restore tranquillity, and to depart when peace comes and free elections can be held." (Quoted from China and U.S. Far East Policy 1945 - 1967. Washington: Congressional Quarterly Service, 1967 p.143)

Questions for Inquiry and Discovery

1. Why did President Johnson order "air action" against North Vietnam?
2. How did President Johnson broaden the war?
3. Why did Congress pass the "Tonkin Gulf Resolution?"
4. What new authority did the "Tonkin Gulf Resolution" give the President?
5. Which Representatives objected to the resolutions? Why?

Questions for Individual Study

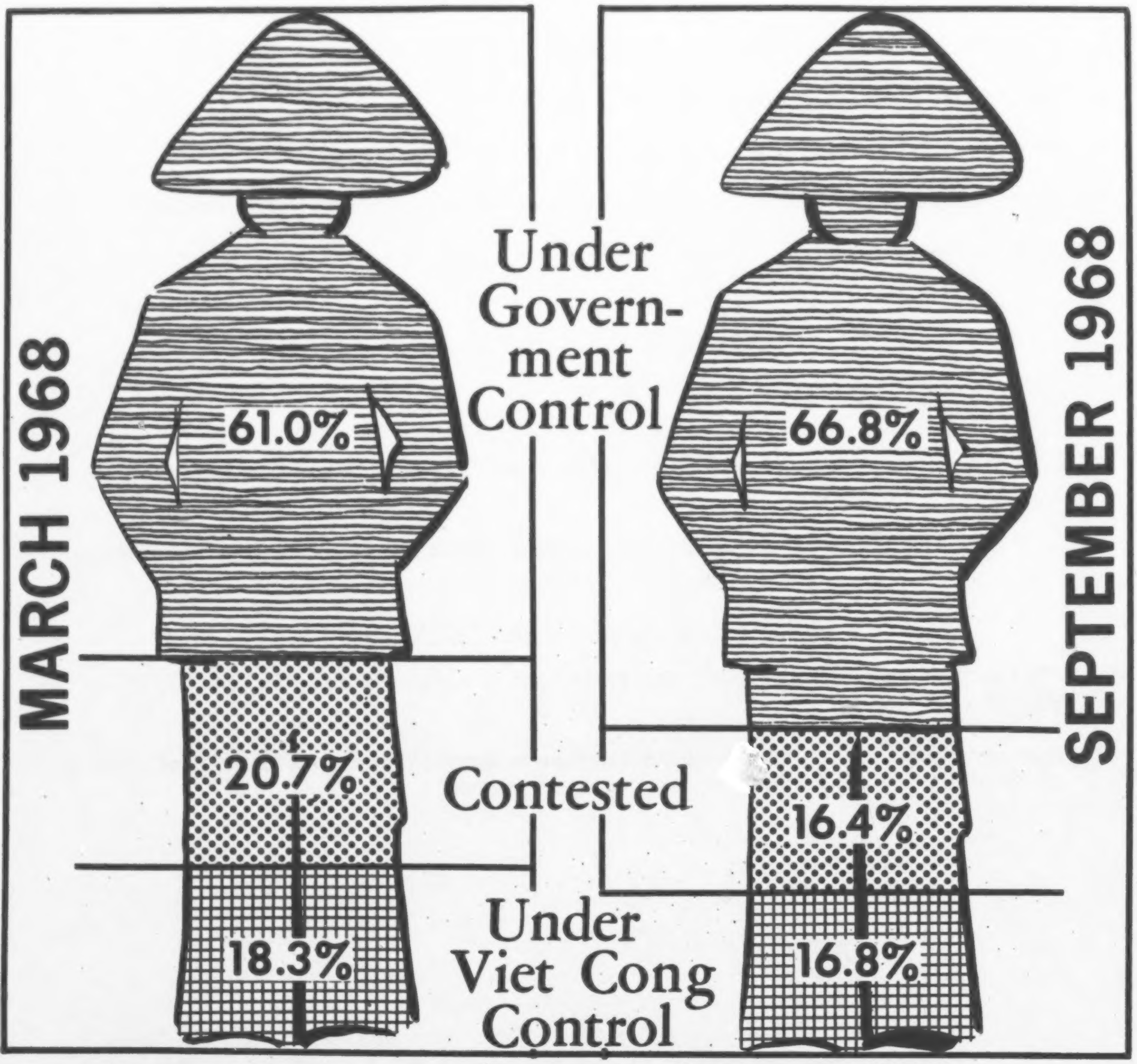
1. What really happened to the Maddox and the C. Turner Joy during the Gulf of Tonkin incident?
2. Did the "Tonkin Gulf Resolution" bring a significant change in American policy toward Hanoi?
3. What was the reaction of Moscow and Peking to the Gulf of Tonkin resolution?

Questions for Small Group Discussions

1. Should the Senate have given the President a blank check with the "Gulf of Tonkin Resolution"?
2. What response do you think would have been appropriate to the Gulf of Tonkin incident? If, in fact, such an incident occured?

Document 8

VIETNAM PACIFICATION



Figures Are Per Cent of Population: 17,482,000

ILLUSTRATED IN THE NEWSROOMS OF THE NATIONAL OBSERVER®
PUBLISHED WEEKLY BY A.B.DICK EDUCATIONAL SERVICES / A.B.DICK COMPANY, 5700 WEST TOUHY AVENUE, CHICAGO, ILLINOIS 60648
©1968 DOW JONES & COMPANY, INC.

After the class has considered the visual, they should discuss the following questions:

1. What was the pacification program?
2. Did the pacification program succeed?
3. Why was it difficult for the program to succeed?
4. Is the program an answer to guerrilla warfare? Explain.

Document 9

SPEECH BY SENATOR MORSE OVER THE BAY OF TONKIN RESOLUTION, May 27, 1964

Mr. Morse: Mr. President, I shall speak again in opposition to McNamara's war in South Vietnam....

.... Mr. President, we are on the brink of a full scale war in Asia. I cannot emphasize too much the gravity of this situation.... A nuclear war is in the offing, unless this war is stopped. If this war in Asia is escalated into a war in North Vietnam and beyond, put it down as a certainty. Mr. President, that nuclear power will be used....

Mr. President, what has happened to us? What has overcome us? What has happened to the American people? Have we forgotten so soon? Have we forgotten the inhumanity in the last war? Have we forgotten the cost of the last war, not only in material things, not only in human blood, but also in human values?

The Constitution still requires a declaration of war or a treaty obligation before American soldiers can be sent into battle, and as the Secretary of Defense knows, American soldiers are now fighting in South Vietnam not under a declaration of war nor in pursuance of a treaty, but on the orders of Mr. McNamara.

That makes our war illegal under the Constitution of the United States....

Questions for Inquiry and Discovery

1. Why did Senator Morse call this "McNamara's war?"
2. Why did Senator Morse object to America's new role?
3. According to Senator Morse, why was the war illegal?

Follow-up Activities:

The rise of criticism within the United States to America's growing military involvement in Vietnam affords the teacher an excellent opportunity to bring together and illustrate all the previous principles of American government which were discussed in Theme I. The teacher should try to use the most recent controversies.

1. Separation of powers - conflict between the Senate Foreign Relations Committee and under Senator Fulbright and the executive branch of government.

2. How can individuals and groups influence political power?
   "Hawks or doves", protest movements, mass marches, congressional campaigns.

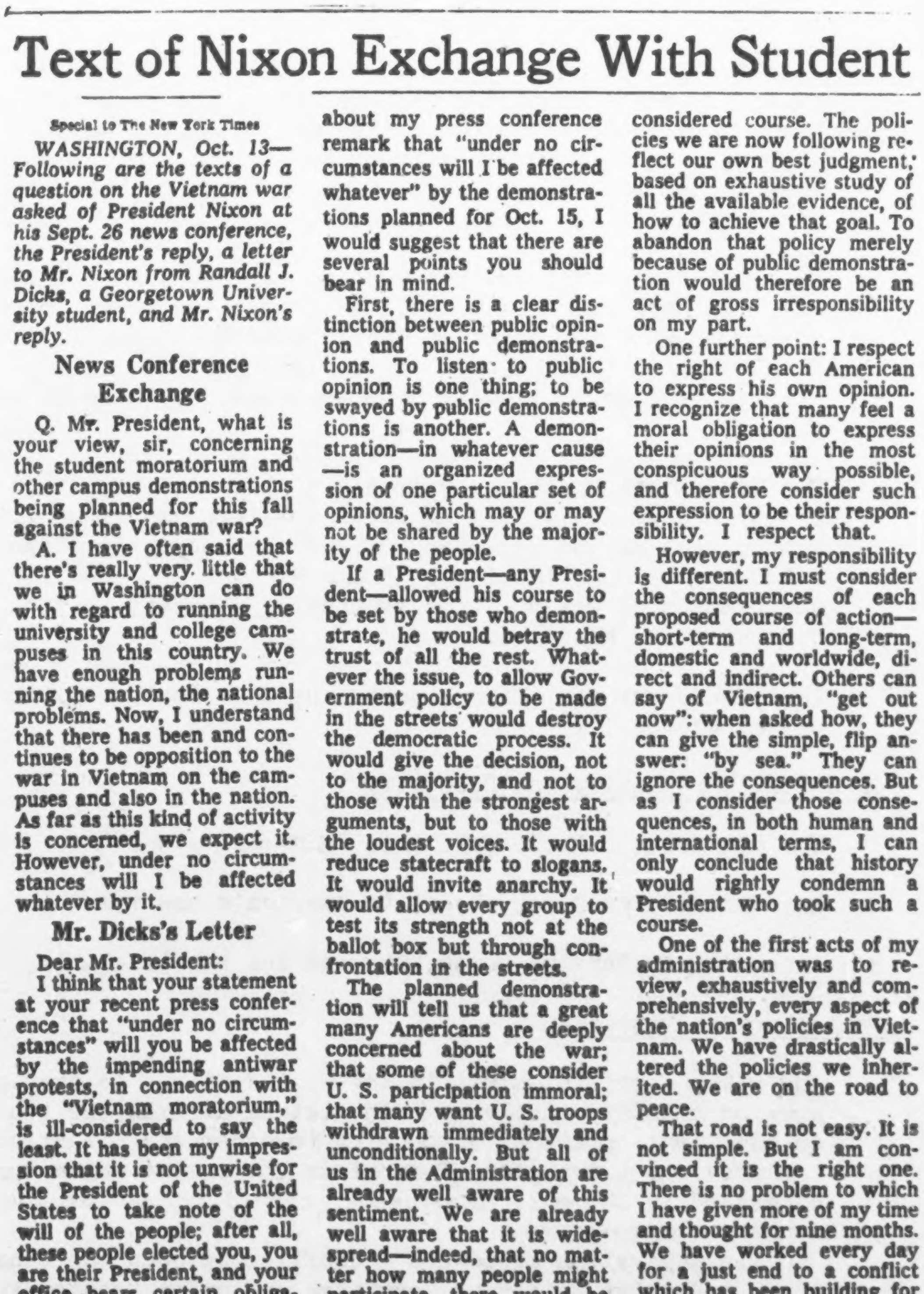
3. What are civil rights?
   Opposition to the war, draft card burning, campus protest movements.

The following activities are just a few of the various ways to tie up foreign policy and principles of American government.

a. Some of the students in the class might have joined in one or another protest movements against the war. They should be part of a panel which would discuss:

   1. Why didstudents join protest movement against the war in Vietnam?

   2. What do protest movements actually accomplish? Before discussing the questions the students should read the following exchange of letters:



Text of Nixon Exchange With Student

Special to The New York Times

WASHINGTON, Oct. 13—Following are the texts of a question on the Vietnam war asked of President Nixon at his Sept. 26 news conference, the President's reply, a letter to Mr. Nixon from Randall J. Dicks, a Georgetown University student, and Mr. Nixon's reply.

News Conference Exchange

Q. Mr. President, what is your view, sir, concerning the student moratorium and other campus demonstrations being planned for this fall against the Vietnam war?

A. I have often said that there's really very little that we in Washington can do with regard to running the university and college campuses in this country. We have enough problems running the nation, the national problems. Now, I understand that there has been and continues to be opposition to the war in Vietnam on the campuses and also in the nation. As far as this kind of activity is concerned, we expect it. However, under no circumstances will I be affected whatever by it.

Mr. Dicks's Letter

Dear Mr. President:

I think that your statement at your recent press conference that "under no circumstances" will you be affected by the impending antiwar protests, in connection with the "Vietnam moratorium," is ill-considered to say the least. It has been my impression that it is not unwise for the President of the United States to take note of the will of the people; after all, these people elected you, you are their President, and your office bears certain obligations. Might I respectfully suggest that the President reconsider his pre-judgment.

Yours sincerely,
(S) Randy J. Dicks.

Mr. Nixon's Reply

Dear Mr. Dicks:

In reply to your comments about my press conference remark that "under no circumstances will I be affected whatever" by the demonstrations planned for Oct. 15, I would suggest that there are several points you should bear in mind.

First, there is a clear distinction between public opinion and public demonstrations. To listen to public opinion is one thing; to be swayed by public demonstrations is another. A demonstration—in whatever cause—is an organized expression of one particular set of opinions, which may or may not be shared by the majority of the people.

If a President—any President—allowed his course to be set by those who demonstrate, he would betray the trust of all the rest. Whatever the issue, to allow Government policy to be made in the streets would destroy the democratic process. It would give the decision, not to the majority, and not to those with the strongest arguments, but to those with the loudest voices. It would reduce statecraft to slogans. It would invite anarchy. It would allow every group to test its strength not at the ballot box but through confrontation in the streets.

The planned demonstration will tell us that a great many Americans are deeply concerned about the war; that some of these consider U. S. participation immoral; that many want U. S. troops withdrawn immediately and unconditionally. But all of us in the Administration are already well aware of this sentiment. We are already well aware that it is widespread—indeed, that no matter how many people might participate, there would be many more who share their concern.

Therefore, there is nothing new we can learn from the demonstrations. The question is whether, in the absence of any new evidence or any new arguments, we should be turned aside from a carefully considered course. The policies we are now following reflect our own best judgment, based on exhaustive study of all the available evidence, of how to achieve that goal. To abandon that policy merely because of public demonstration would therefore be an act of gross irresponsibility on my part.

One further point: I respect the right of each American to express his own opinion. I recognize that many feel a moral obligation to express their opinions in the most conspicuous way possible, and therefore consider such expression to be their responsibility. I respect that.

However, my responsibility is different. I must consider the consequences of each proposed course of action—short-term and long-term, domestic and worldwide, direct and indirect. Others can say of Vietnam, "get out now": when asked how, they can give the simple, flip answer: "by sea." They can ignore the consequences. But as I consider those consequences, in both human and international terms, I can only conclude that history would rightly condemn a President who took such a course.

One of the first acts of my administration was to review, exhaustively and comprehensively, every aspect of the nation's policies in Vietnam. We have drastically altered the policies we inherited. We are on the road to peace.

That road is not easy. It is not simple. But I am convinced it is the right one. There is no problem to which I have given more of my time and thought for nine months. We have worked every day for a just end to a conflict which has been building for more than eight years.

On October 15th, I understand, many will simply be saying: "I am for peace." I ardently join with all Americans in working toward that goal.

Sincerely,
Richard Nixon

b. The class can debate one of the following propositions:

  1. Resolved that draft card burning is unAmerican.

  2. Resolved that America should pull out of South Vietnam, immediately and completely.

  3. Resolved that America should declare war on North Vietnam.

c. The class should discuss whether the following types of activity against the Vietnam war are criminal, and, if so, why?

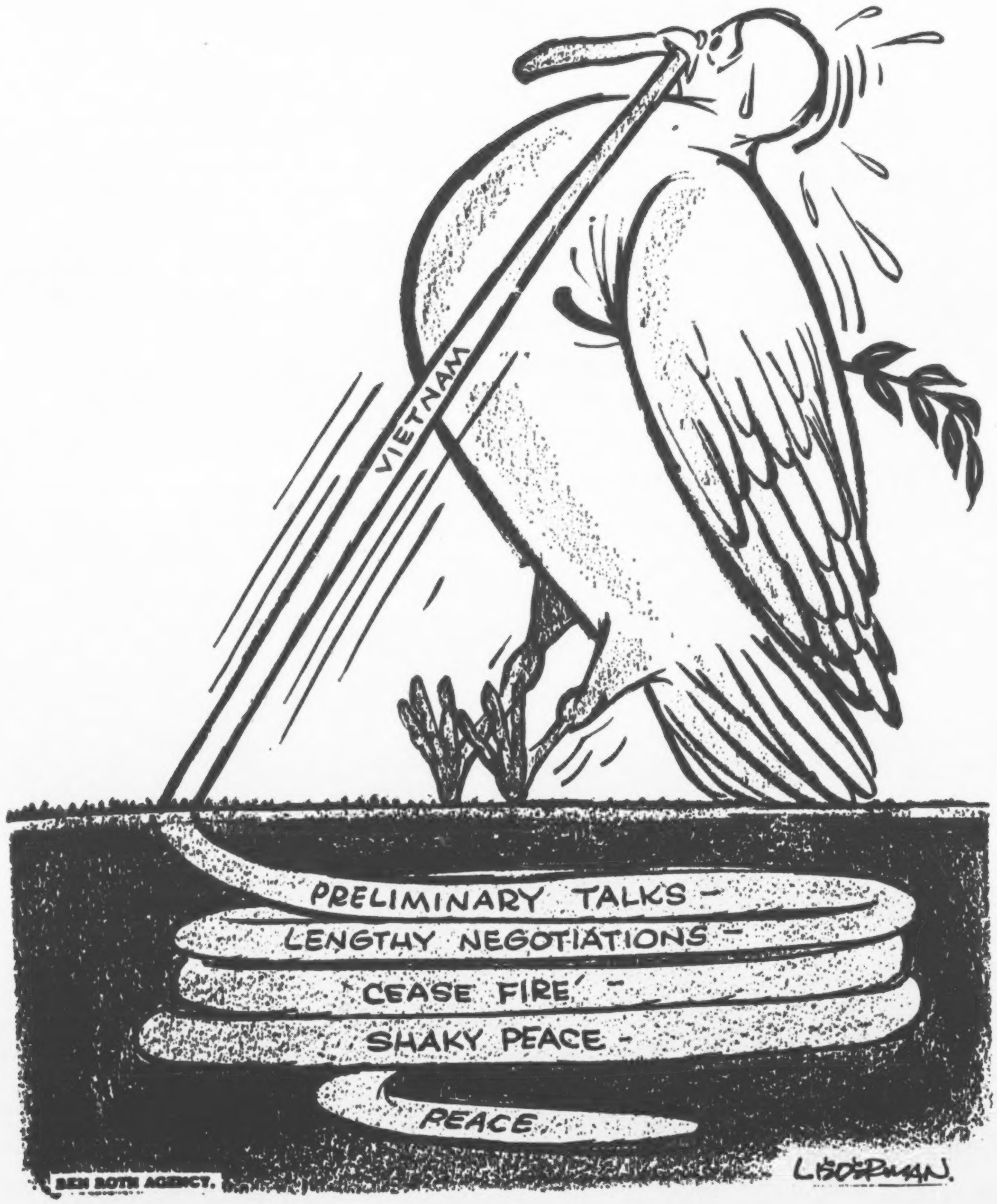
  1. A person burns his draft card.

  2. A person refused to appear for induction into the army because he feels that America's role in Vietnam is immoral.

  3. A person refused to pay part of his income tax because he states that it goes to support the Vietnamese war and he is against our fighting in Vietnam.

  4. A student hinders a representative of a company producing napalm from recruiting students on campus.

Document 10


VIETNAM
PRELIMINARY TALKS -
LENGTHY NEGOTIATIONS -
'CEASE FIRE' -
SHAKY PEACE -
PEACE
BEN ROTH AGENCY.
LIEDERMAN.

The Long Pull

Liederman in the *Long Island Press*

Questions for Inquiry and Discovery

1. Why is the peace dove sweating?
2. How did the bombing limit help start peace talks?
3. What problems arose as peace talks got under way?
4. Why was there no immediate agreement on peace?
5. How has President Nixon's troop withdrawal program increased or decreased the chances of peace in Vietnam?

Questions for Individual Study

1. What were American objectives at the peace talks?
2. Why did South Vietnam originally refuse to sit down with the Viet Cong?
3. What part did North Vietnam play at the Paris Peace Conference?
4. What was the position of the Viet Cong at the Peace Conference?

Questions for Small Group Discussion

"The issue is, and has always been, who shall govern South Vietnam."

Is the inability to solve this question the real reason that the Paris Peace Conference has lasted so long?

Follow-up Activities:

a. The Paris Peace Conference offers an excellent opportunity for the teachers to tie the whole unit on foreign policy together through a simulation exercise in which the class considers various ways of bringing about peace in Indo-China.

   The class should consider the following alternatives, then break up into separate panels to consider each alternative and then discuss the recommendations of the panels:

   1. Remove all American troops from the area
   2. Declare war on North Vietnam and destroy it militarily even if it means the employment of nuclear weapons
   3. Turn the whole conflict over to the United Nations and follow its recommendations
   4. Recognize a coalition government in South Vietnam which would include the Viet Cong.

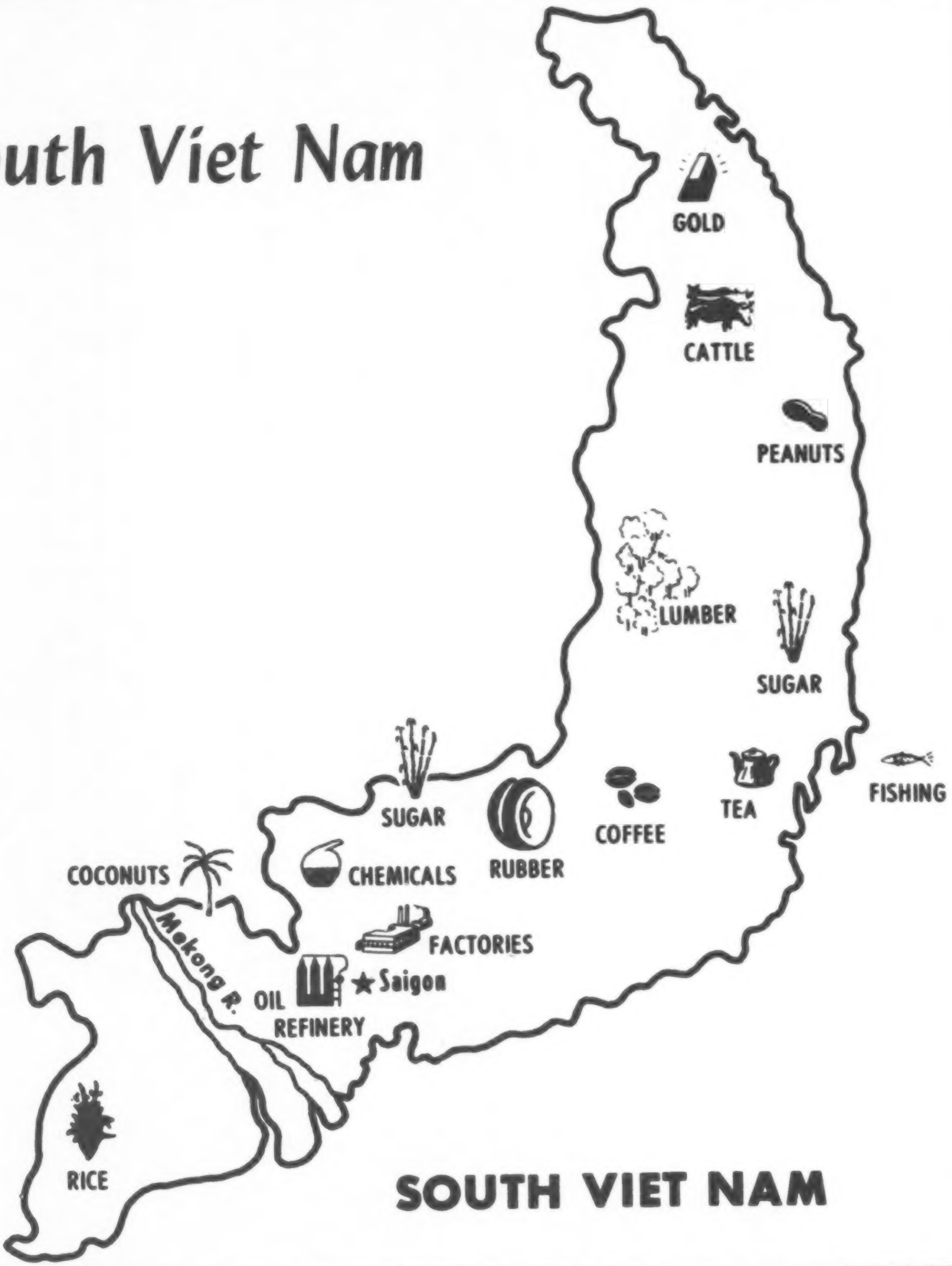
b. Use the following transparency to help the class develop a program to meet the economic needs of Vietnam.

Document 11

Peacetime Needs of South Viet Nam

SOME MAJOR NEEDS

1. Medical care. Life span is now 35 years.
2. Schools. Illiteracy is about 50%.
3. New industries. About 4 out of 5 Viet Namese earn a living by growing rice.


GOLD
CATTLE
PEANUTS
LUMBER
SUGAR
FISHING
TEA
COFFEE
SUGAR
RUBBER
CHEMICALS
COCONUTS
FACTORIES
★ Saigon
OIL REFINERY
Mekong R.
RICE

SOUTH VIET NAM

© Copyright 196 by Civic Education Service, Inc. TRANSPARENCY MASTER NO. 10

Document 12

President Nixon's address on Foreign Policy, (February 19, 1970)

A just peace in Vietnam has been, and remains, our goal.
The real issues are the nature of that peace and how to achieve it...
When we assumed the burden to helping defend South Vietnam, millions of South Vietnamese men, women and children placed their trust in us. To abandon them now would risk a massacre that would shock and dismay everyone in the world who values human life.

Abandoning the South Vietnamese people, however, would jeopardize more than lives in South Vietnam. It would threaten our long-term hopes for peace in the world. A great nation cannot renege on its pledges. A great nation must be worthy of trust...

If we simply abandoned our effort in Vietnam, the cause of peace might not survive the damage that would be done to other nations confidence in our reliability.

Another reason for not withdrawing unilaterally stems from debates within the Communist world. ... If Hanoi were to succeed in taking over South Vietnam by force--even after the power of the United States had been engaged--it would greatly strengthen those leaders who scorn negotiation, who advocate aggression, who minimize the risks of confrontation with the United States. It would bring peace now but it would enormously increase the danger of a bigger war later...

To seek a just peace, we pursued two distinct but mutually supporting courses of action: negotiations and Vietnamization. We want to achieve an early and fair settlement through negotiations. But if the other side refuses, we shall proceed to strengthen the South Vietnamese forces. This will allow us to replace our troops on an orderly time-table. We hope that as Vietnamization proceeds the Government of North Vietnam will realize that it has more to gain in negotiations than in continued fighting.

We do not pretend that our goals in Vietnam have been accomplished or that the way ahead will be easy.

Questions for Inquiry and Discovery

1. According to President Nixon, what was his policy in Vietnam?
2. How did the President believe he could achieve this objective?
3. How did President Nixon's policy differ from President Johnson's?
4. What specific steps did President Nixon take to achieve his goals?
5. How did President Nixon handle the Paris Peace talks?

Questions for Small Group Discussions

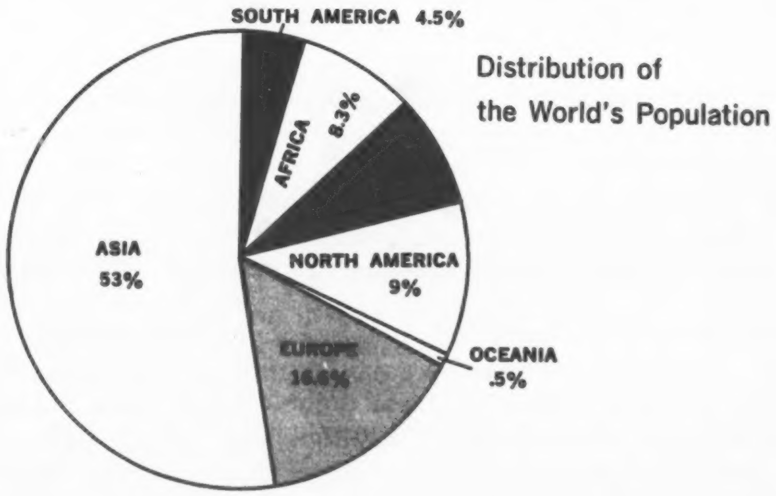
1. Were President Nixon's goals of Vietnamization really achieved?
2. Did Vietnamization increase or decrease America's committment? How?
3. Was Vietnamization an admission that America cannot win the war in Vietnam?
4. How can we evaluate Vietnamization?
5. The State of Massachusetts passed a law which prohibited any Massachusetts' soldier from serving in Vietnam unless the Congress declared war. Would you agree or disagree with such a law? Why?

V. WHAT LONG RANGE PROBLEMS MIGHT UPSET ANY BALANCE BETWEEN NATIONAL INTEREST AND INTERNATIONAL COOPERATION?

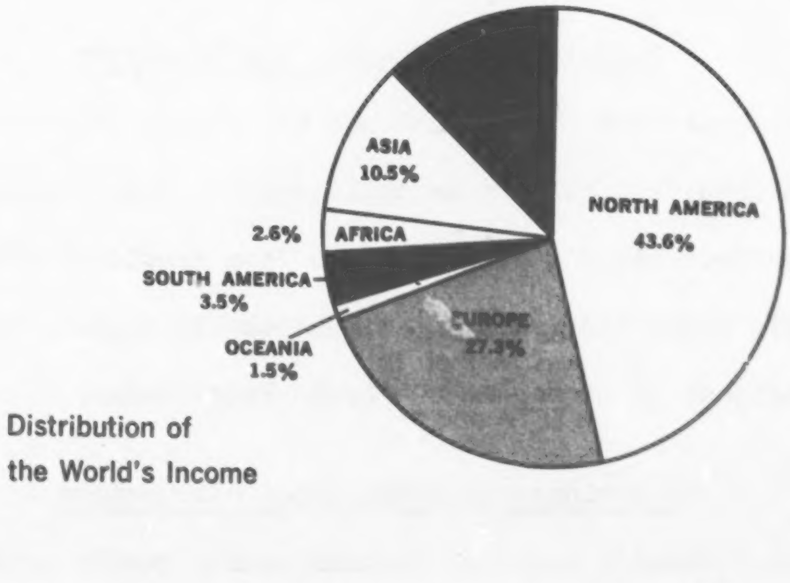
Emphasis:

There are many areas in the world which are potentially explosive and can cause serious political and economic problems for the United States.

A. Use of graphs to understand how differences in income and population distribution create serious problems for American foreign policy.



Distribution of the World's Population



Distribution of the World's Income

(From United Nations Yearbook, 1968)

Questions for Inquiry and Discovery

1. What do these pie graphs tell us about the distribution of population and income?

2. What problems develop out of the fact that Asia has 53% of the world's population but only 10.5% of the world's income?

3. Why do certain parts of the world with larger population have such a small total of the world income?

4. Why are the richer nations getting richer and the poorer nations comparatively poorer?

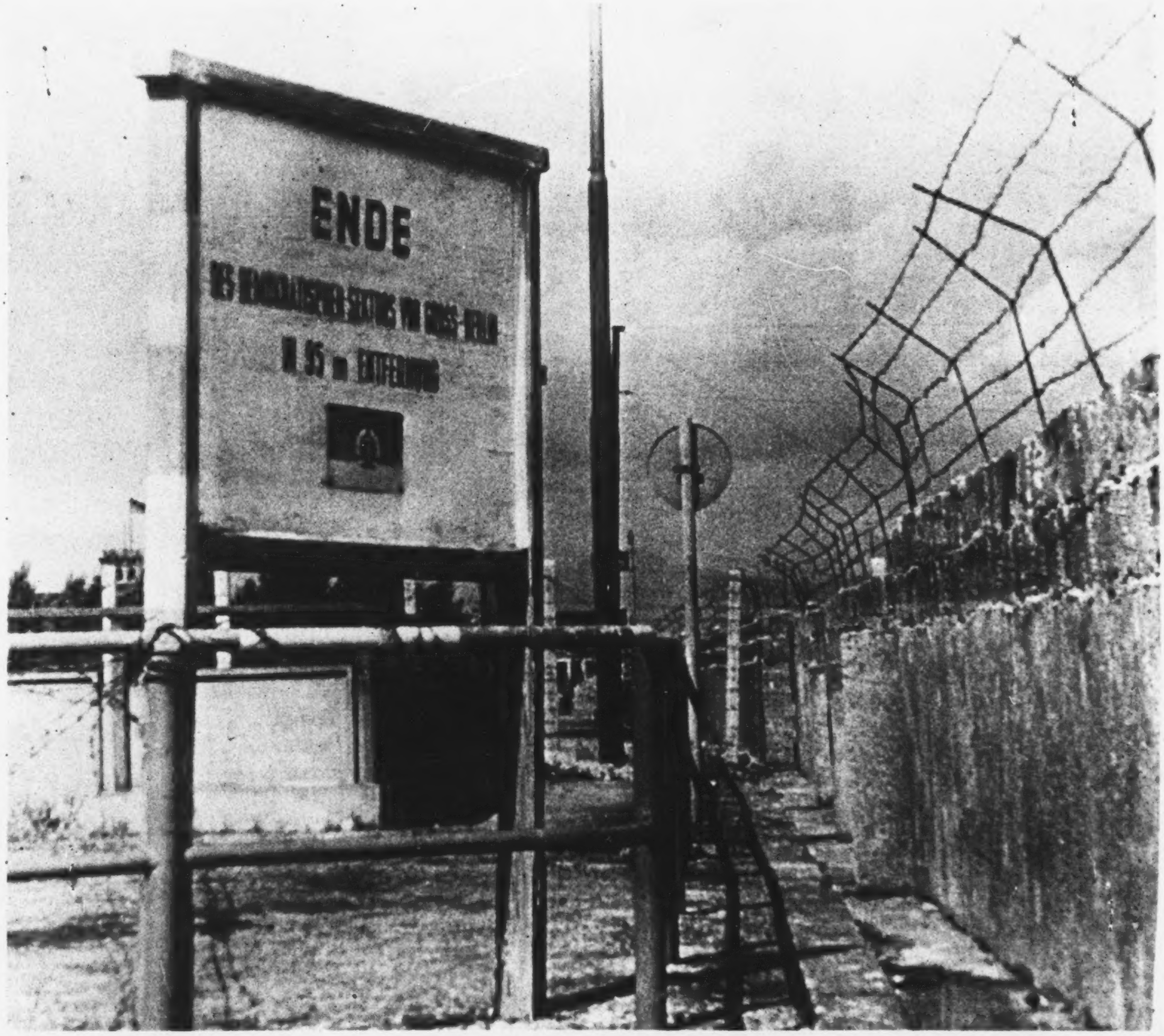
Questions for Individual Study

1. Why do the developing nations generally have an insufficient rate of economic growth?

2. Why will the developing nations need economic aid from the developed nations?

3. Why is the United Nations unable to give sufficient economic aid to the developing nations?

B. Use of Photograph to Illustrate Important Political Problems Facing U.S.

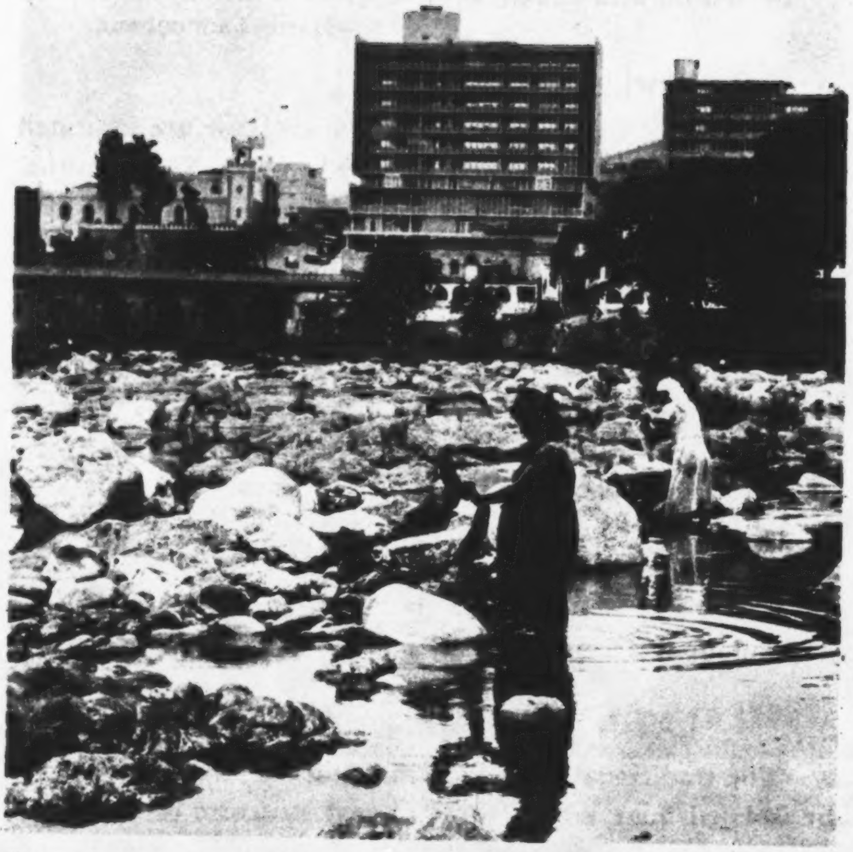


(From American White Paper: United States Foreign Policy by N.B.C. News. New York: Random House, 1967)

Questions for Inquiry and Discovery

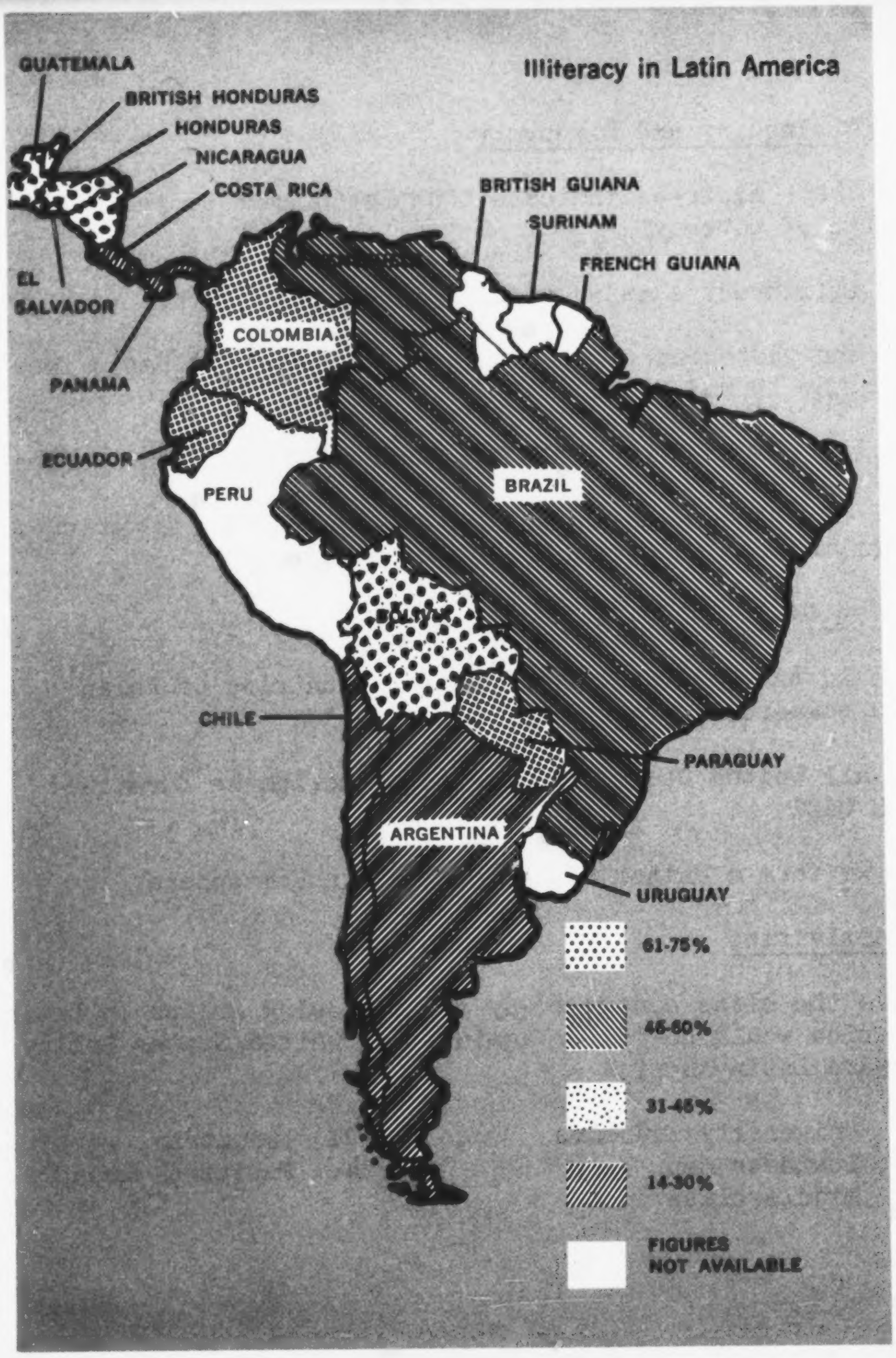
1. What problem does this picture present?
2. Why was Germany divided into two countries?
3. How is the division of Germany a source of possible conflict?
4. What solutions have been offered to solve the German problem?

C. Use of maps and pictures to illustrate problem in Latin America.



Tegucigalpa, Honduras—Rio Grande de Choluteca, a badly contaminated river of many uses. The residence of the President of Honduras is in the background. Next to it, in the center, is the Central Bank, and on the right is the new Congress Building.

—Courtesy WHO


Illiteracy in Latin America
GUATEMALA
BRITISH HONDURAS
HONDURAS
NICARAGUA
COSTA RICA
EL SALVADOR
PANAMA
COLOMBIA
ECUADOR
PERU
BRITISH GUIANA
SURINAM
FRENCH GUIANA
BRAZIL
BOLIVIA
CHILE
PARAGUAY
ARGENTINA
URUGUAY
61-75%
46-60%
31-45%
14-30%
FIGURES NOT AVAILABLE

(Courtesy W.H.O.)

(Courtesy W.H.O.)

Questions for Inquiry and Discovery

1. How do these pictures indicate that Latin America is facing a problem of poverty?
2. Why is illiteracy a major problem in Latin America?
3. How do the photographs suggest that Latin America has a foot in both the 19 and 20 centuries?
4. What steps has the United States taken to help South America?
5. How has the OAS helped the United States and Latin America move together to meet the problems of South America?

Questions for Small Group Discussion

1. How should the United States help the countries of Latin America commercially?
2. Should all United States aid to Latin America be furnished through OAS?
3. Should we form a United States of Western Hemisphere?

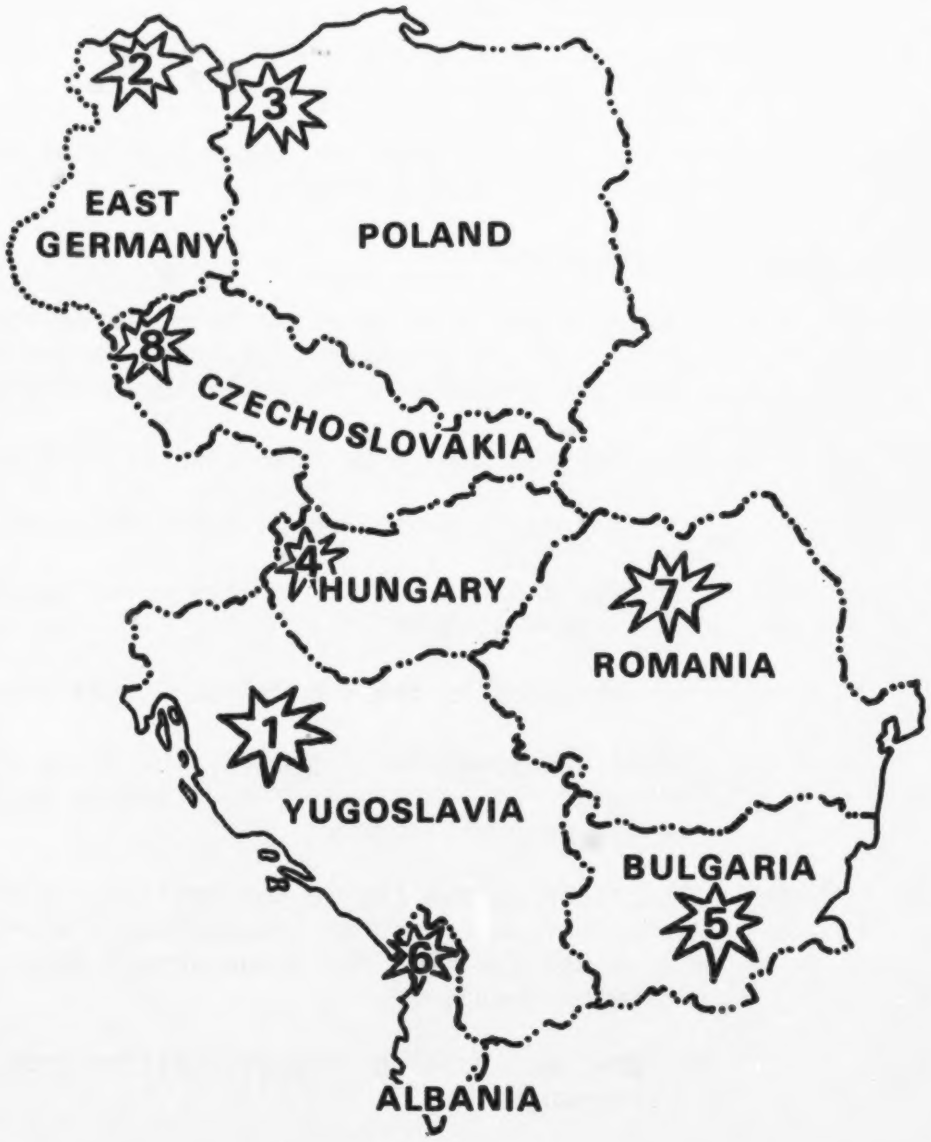
Follow-up Activities

a. Have the class consider why the following groups in Latin America would be for or against the United States Policy toward Latin America

    1. University students
    2. Industrial workers
    3. Business men
    4. Political leaders
    5. Middle class

Use of a map to help us understand political problems faced by the United States.

Eastern Europeans Struggle To Chart Independent Course



1. **1948—Yugoslavia begins course of national communism.**
2. **1953—East German workers' revolt crushed by Soviet tanks and troops.**
3. **1956—Poles riot in Poznan. Russian troops restore order.**
4. **1956—Hungarian revolt brings Soviet invasion. Thousands killed.**
5. **1956—Soviet troops enter Bulgaria. Large-scale arrests follow.**
6. **1960—Albania aligns itself with Red China's brand of communism.**
7. **1961—Romania and U.S. establish trade and diplomatic relations.**
8. **1968—Czech reformers forced to bow to Soviet military power.**

This map is presented for use with the article on the Czech crisis. American Education Publications grants permission to duplicate this page for classroom use. It may be made into a transparency for use with an overhead projector. This map and the one on p. 2 are designed to be used as overlays. See suggestions in the teaching article.

(From Teacher's Edition, American Educational Publications 1968)

b. Have the class debate the following topics:

Resolved that the United States should maintain its political and economic boycott of Castro's Cuba.

Resolved that the United States should support an invasion of Cuba to destroy Castro.

Resolved that the United States should reassume normal economic and political relations with Castro's Cuba.

Questions for Inquiry and Discovery

1. How has Russia since 1945 influenced the history of each of these countries?

2. Why has each of these countries experienced either riots or revolts against Russian control?

3. Why will a revolt in any of these countries cause problems for American foreign policy?

Follow-up Activities

a. Assign a group of students to research the Hungarian Revolution of November 1957. The students should seek the answers to the following questions.

    1. Why was Imre Nagy made Premier of Hungary?

    2. Why did Russian troops enter Hungary?

    3. Why did the Hungarian government appeal to the United States?

    4. What action did the United States take?

    After the panel has reported, the class should then consider what should America's policy be if these events occurred today.

**b. Polycentrism has led to the creation of at least two district centers of the international commission - Moscow and Peking. The class should discuss the following questions:

    1. How does Russian Communism differ from Chinese Communism?

    2. Why is Chinese Communism the greater immediate threat to American interests in Asia?

**Recommended for Students Achieving Above Grade Level

c. Lesson plan

Topic: How can a revolution in Eastern Europe affect America?

Aim: To show how political developments in Eastern Europe can present the United States with a major crisis.

Motivation: During the early morning hours of August 21, 1968 Russian troops accompanied by heavy tanks crossed over the Czech border without warning and overt provocations. Czechs woke up to find Russian troops stationed in Bratislava, Bino, Prague and other important Czech Cities. Czech freedom had been destroyed.

Pivotal Questions	Content
1. Why did Russian troops invade Czechoslovakia?	a. Growing liberalization of Czech communist government
	b. Election of Alexander Dubček of the Communist Party
	c. Increase freedom of mass media
	d. Rising criticism of past action of Czechoslovakia Communist Party
	e. Freedom is contagious
2. How did Czechs respond to Russian invasion?	a. Passive resistance
	b. Student protests
	c. Appeal to other Communist parties
3. Medial Summary: Why did the Czech crisis pose a serious problem for President Johnson?	a. NATO powers felt threatened by new Soviet move into Czechoslovakia
	b. Upset balance of power in Central Europe
	c. Eastern European countries threatened - Yugoslavia
4. What actiondid the United States take to meet the crisis?	a. Condemn Russian action
	b. Reaffirmed America's commitment to NATO
	c. Held conference in the United Nations
5. Final Summary What other steps could the United States have taken?	a. Sent military assistance
	b. Declare war on Russia
	c. Ask United Nations to organize military support

6. Application

What could the United States do if this occurred in East Germany and the East German government asked for American help?

a. Send military aid to East Germany

b. Declare war against Russ

c. Condemn Russian action

d. Give West Germany nuclear weapons

e. Ask the United States to raise an Army to protect East Germany

Follow-up Activities

a. Have a panel of students investigate the Hungarian crisis of of November 1957 and compare it with the Czech crisis in the following ways:

1. Political figures who were involved in these crises.

2. How did Russian action differ in these two crises.

3. How did America's response differ in each crisis?

4. What action did the United Nations take in each crisis?

**b. Ask the students to investigate and discuss how the process of liberalization in Czechoslavakia during the spring and summer of 1968 became a direct challenge to Russian interest in Eastern Europe.

*b. Have the students look up and identify the following politicians involved in the Czech crisis:

a. Dubcek
b. Husak
c. Brezhnev
d. Kosygin
e. Ulbrecht
f. Gomulka

Additional Reading Materials:
Newsweek
Magazines

Another Tito, National Review. April 23, 1968.

As freedom comes to the Czechs. U.S. News and World Report. May 27, 1968.
Eminence from Moscow. Time Magazine. May 24, 1968.
Prague defies the Kremlin. Newsweek. July 26, 1968.
View from Bratislava. Reporter. June 13, 1968.

Book

The Czech Black Book. New York. Praeger. 1969.

THEME IV - HOW SHOULD OUR NATION ACT AS A WORLD POWER?

Selected Bibliography - For Students

N = Non Fiction F = Fiction B = Biography

Class	Author	Title	Publisher	Date
N	Aberg, Shearill	Woodrow Wilson & The League of Nations	Scholastic	1968
N	Brockway, Thos. P.	Basic Documents in U.S. Foreign Policy	Van Nostrand	1957
N	Cox, Koberna and Nassif	Challenge and Promise	John Wiley and Sons	1969
N	Coyle, David C.	The United Nations & How It Works	Mentor	1965
N	Foreign Pol. Assoc.	Foreign Policy Priorities 1970-71	Macmillan Collier	1970
N	Hickman, Martin B.	Problems of American Foreign Policy	Glencoe Press	1968
N	James, Leonard	American Foreign Policy	Scott, Foresman & Co.	1957
N	Kennan, George F.	American Diplomacy 1900-1950	Mentor	1951
N	McGrath, Edward	Is Democracy Exportable	Glencoe Press	1968
N	Morris, Richard	Great Presidental Decisions	Fawcett	1966
N	Rozwenc, Edwin	Realism and Idealism in Wilson's Peace Program	D.C. Heath	1965
N	Rozwenc, Edwin	Containment and the Origin of the Cold War	D.C. Heath	1967
N	Traverso, Edmund	The Spanish American War: A Study in Policy Change	D.C. Heath	1968
N	Wanamaker, Temple	American Foreign Policy Today	Bantam Books	1964
N	Wilbur, W. Allan	The Monroe Doctrine	D.C. Heath	1965

Selected Bibliography - For Teachers

Class	Author	Title	Publisher	Date
N	Alexander, Robert J.	Prophets of the Revolution: Profiles of Latin American Leader	Macmillan	1966
N	Badeau, John S.	The American Approach to the Arab World	Harper & Row	1968
N	Ball, George	The Discipline of Power: Essentials of a Modern World Structure	Atlantic:Little	1968
N	Beisner, Robert	Twelve Against Empire: The Anti-Imperialists 1898-1900	McGraw	1968
N	Fairbanks, John K.	United States & China	Viking	1965
N	Feis, Herbert	Foreign Aid and Foreign Policy	St. Martins	1964
N	Fleming, Denna F.	Cold War and Its Origin 1917-60 2 vols. New York	Doubleday	1961
N	Gavin, James	Crisis Now	Random	1968
N	Hilsman, Roger	Foreign Policy in the Sixties	John Hopkins	1968
N	Hilsman, Roger	To Move A Nation The Politics of Foreign Policy in the Administration of John F. Kennedy	Doubleday	1967
N	Morgenthau, Hans	New Foreign Policy for the United States	Praeger	1968
N	Runcourt, Amaury	The American Empire	Dial	1968
N	Sapin, Burton M.	The Making of U.S. Foreign Policy	Praeger	1966
N	Spanier, John	American Foreign Policy Since World War II	Praeger	1965
N	Steele, A. T.	American People and China	McGraw Hill	1966
N	Truman, Harry	Years of Trial and Hope - Vol. II	New American Library	1964
N	Weeks, Albert L.	The Other Side of Coexistence	Pitman Pub. Co.	1970
N	Williams, William A.	Tragedy of American Diplomacy	Dell	1967

Audio-Visual Materials

Audio-Visual Kits:

	New York Times Filmstrip Kit
Bamboo Curtain	Series 1969-70
Emerging Indonesia	"
Russia's Restive Satellites	"
Who Shapes U.S. Policy	"
The United States As World Leader	Educational Audio - Visual Inc. Pleasantville, N. Y. 10570

Bavi Loan Collection

Films:

Department of State
F. D. Roosevelt Part II
Growth of American Foreign Policy
Mr. Europe and the Common Market
Our Monroe Doctrine
Problems of Peace in the Americas
Red China
United Nations in World Disputes
Why Korea?

259.5	"The Good Neighbor" Cordell Hull	
439.35	Our Foreign Policy Objectives	
447.3	Panama - Danger Zone	
509.378	Relations with Our Western Allies	
	U.S. and the Soviet Union, 1933-1945	Film Incorporated 1144 Wilmette Ave. Wilmette, Illinois 60091
	Revolution In Human Expectations	Audio Visual Instruction Coliseum 131 Corvallis, Oregon 97331
	Inside Red China	Brandon Films Inc. 221 West 57th Street New York, N. Y. 10019
	Roosevelt vs. Isolation	Film Incorporated 1144 Wilmette Ave. Wilmette, Illinois 60091

Filmloops:

United Nations Conference at San Francisco	Thorne Films,
World War I: U. S. Entry Into the War	Boulder, Colorado
World War I: The Versailles Conference	"

Filmstrips:

43405.11	Young Nations in World Affairs	
43407.15	World War II	
55580.11	Communist Challenge	
	American Foreign Policy	Encyclopedia Britannica Chicago, Ill.

1. Emerging World
2. Instrument of Intervention
3. Instrument of Foreign Aid

Arab World	N.Y. Times Filmstrips 1968
Cuba: From Friend to Foe	Scholastic Filmstrips 1968
Southeast Asia	N.Y. Times Filmstrips 1968
South America: Social Revolution	N.Y. Times Filmstrips 1968
U.S. and The Soviet Union	Scholastic Filmstrips 1968
Vietnam	Scholastic Filmstrips 1968

SUGGESTIONS FOR EVALUATION

Any evaluation of the student's achievement should be in conformity with the objectives of the course of study and the total objectives of the K-12 social studies program. Therefore, it is necessary to restate the course's objective before any discussion of evaluation.

Cognitive:
Recall and Comprehension of understandings and information

Students should develop skills in comprehension and recall of information

A. Can comprehend significant understandings.
B. Can recall selected names, significant facts and ideas in American history.
C. Can define significant terms in American history.
D. Can present a point of view of selected persons in American history.

Critical Thinking

I. Skills in logical thinking

A. Can identify the purpose of a statement, argument, document, artistic or literary work.
B. Can list the assumptions made in selected materials.
C. Can generalize to a principle from a set of factual information.
D. Can explain the similarities and differences among issues, institutions, policies and events within the context of selected recurring themes in American Studies.
E. Can translate a principle into a concrete example.

II. Skills in applying logical thinking, hypotheses, and generalizations

A. Can differentiate between objective evidence and personal bias when preparing explanations for or solutions to problems, issues, policies or events.
B. Can recognize bias in a given selection of information.
C. Can prepare explanations for solutions to problems, issues, policies or events.
D. Can demonstrate the willingness and ability to use a variety of types of evidence to support or reject explanations or solutions to problems.

III. Skills in developing and analyzing hypotheses and generalizations

A. Can identify the problems and their subproblems when confronted with statements of issues and policies.
B. Can support or reject arguments, explanations and proposed solutions with statements of facts and records.
C. Can differentiate between relevant and irrelevant information used in the support of arguments, explanations and proposed solutions.

Affective:
Attitudes and Values

I. Develop a respect for the individual values.

A. Shows a respect for individual values.
B. Abides by majority decisions.
C. Values peaceful procedures for making changes.
D. Accepts lawful dissent an important in a democratic society.
E. Develops a concern for the problems of others.
F. Show interest in, and a concern for, the problems of interdependence and peaceful cooperation.

Behavior

A. Support peaceful solutions to conflicts
B. Willingly participates in voting and other civic responsibilities.

Cognitive - SAMPLE QUESTIONS
Recall and Comprehension of understandings and information.

A. Can comprehend significant understandings.
Example:

1. European ideas have directly influenced:

    a. American navy
    b. American seaports
    c. American political institutions
    d. America's climate

B. Can recall selected names, facts and ideas in American history.
Example:

1. The Truman Doctrine was designed to:

    a. halt the expansion of communism
    b. provide socialized medicine
    c. control labor unions
    d. combat segregation

C. Can define significant terms in American History.
Examples:

1. Abolitionist were people who:

    a. owned plantations
    b. wanted slaves returned to Africa
    c. thought that slavery should be wiped out immediately
    d. wanted slaves brought into the new territories

2. The power of the President to veto a bill passed by Congress is an example of:

    a. The system of checks and balances
    b. Executive supremacy
    c. Federation
    d. An implied presidential power.

3. Which of the following terms identifies an aspect common in the practice of Nazism and Communism?

    a. Supernationalism
    b. Racialism
    c. Totalitarianism
    d. Collectization of agriculture

D. Can present the point of view of selected persons in American history.
Examples:

1. Frederick Douglass believed that slavery should be:

    a. abolished immediately
    b. extended in the western states
    c. abolished after the South received just compensation
    d. untouched because its destruction would be harmful to all Americans

2. Which one of the following black leaders would support complete black separatism?

    a. Elijah Mohammed
    b. Martin Luther King
    c. Roy Wilkins
    d. Thurgood Marshall

Critical Thinking

I. Skills in Logical Thinking

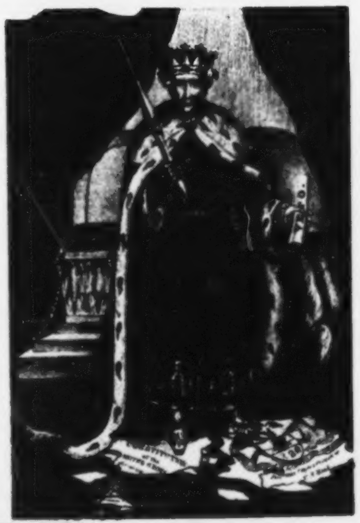
A. Can identify the purpose of a statement, argument, document, artistic or literary work.
Examples:

I must make two honest confessions to you, my Christian and Jewish brothers. First, I must confess that over the past few years I have been gravely disappointed with the white moderates. I have almost reached the regrettable conclusions that the Negro's great stumbling in his stride toward freedom is not the White Citizens' Councils or the Klu Klux Klanner, but the White moderate, who is more devoted to "order" than to justice; who prefers a negative peace which is the absence of tensions to a positive peace which is the presence of justice; who constantly says: "I agree with you in the goal you seek, but I cannot agree with your methods of direct action; who paternalistically believes he can set the timetable for another man's freedom; who lives by a mythical concept of time and who constantly advises the Negro to wait for "more convenient reason." Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection.

(King, Jr., Martin Luther. Why We Can't Wait - N.Y. Harper & Row 1963, pp 87)

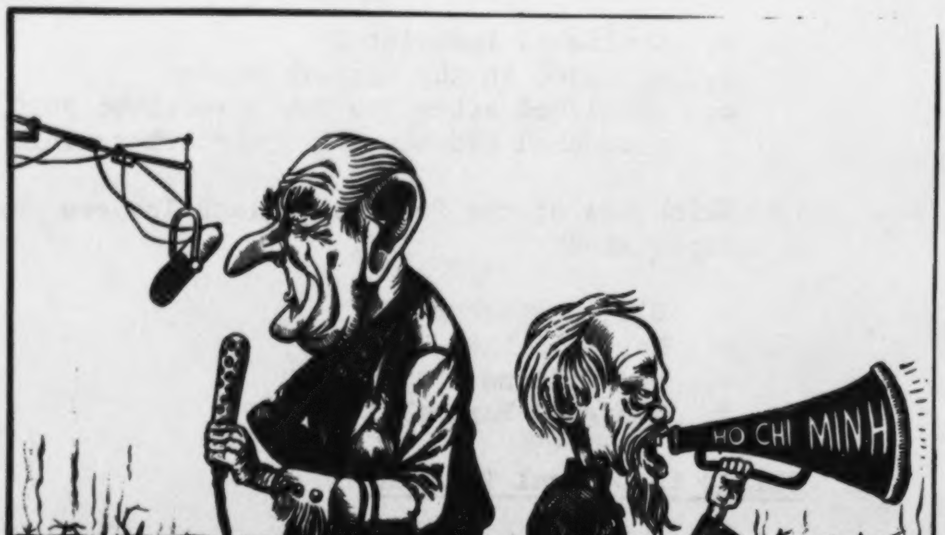
1. Martin Luther King's purpose in writing this passage was to:

   a. condemn the South
   b. foment revolution in the United States
   c. change the attitude of many moderate white Americans
   d. to thank White America



2. The frame of reference of the cartoonist may be described as:

   a. an admirer of Jackson who wanted to honor him
   b. a bitter opponent of Jackson
   c. an indifferent observer of the American scene
   d. an admirer of Jackson's strong personality, but an opponent of some of his policies



"WE ARE WINNING THE WAR"

3. Which one of the following purpose best expresses the intentions of the cartoonist?

   a. The cartoonist wants to show that Ho Chi Minh is as good a statesman as Lyndon Johnson.
   b. The cartoonists main purpose is to show that Americans have more up to date means of mass communication than North Vietnam.
   c. The cartoonist is telling us that each side presents its own particular view to its people.
   d. The cartoonist is stressing that essentially everybody sees the same thing.

B. Can list the assumptions made in selected materials
Example:

"We are confronted here, however, with the Government undertaking in the Tennessee Valley a great project, what we might call "a reclamation project." We are going to try to control the flow of the streams, particularly of the Tennessee River. We are going to try to control the floods. We are going to try to make the great streams navigable. We are going to reforest some "marginal lands." We are going to develop power.

(George Norris in the Congressional Record, 73 Cong. p. 2684 May 2, 1933)

1. The author of the speech has made the assumption that

   a. the government should be engaged in controlling the Tennessee River
   b. the government should only be involved in reclamation projects
   c. great streams are basically navigable
   d. rivers run their own course

C. Can generalize to a principle from a set of factual information.
Example:

Which general statement can be supported from information given in this graph?

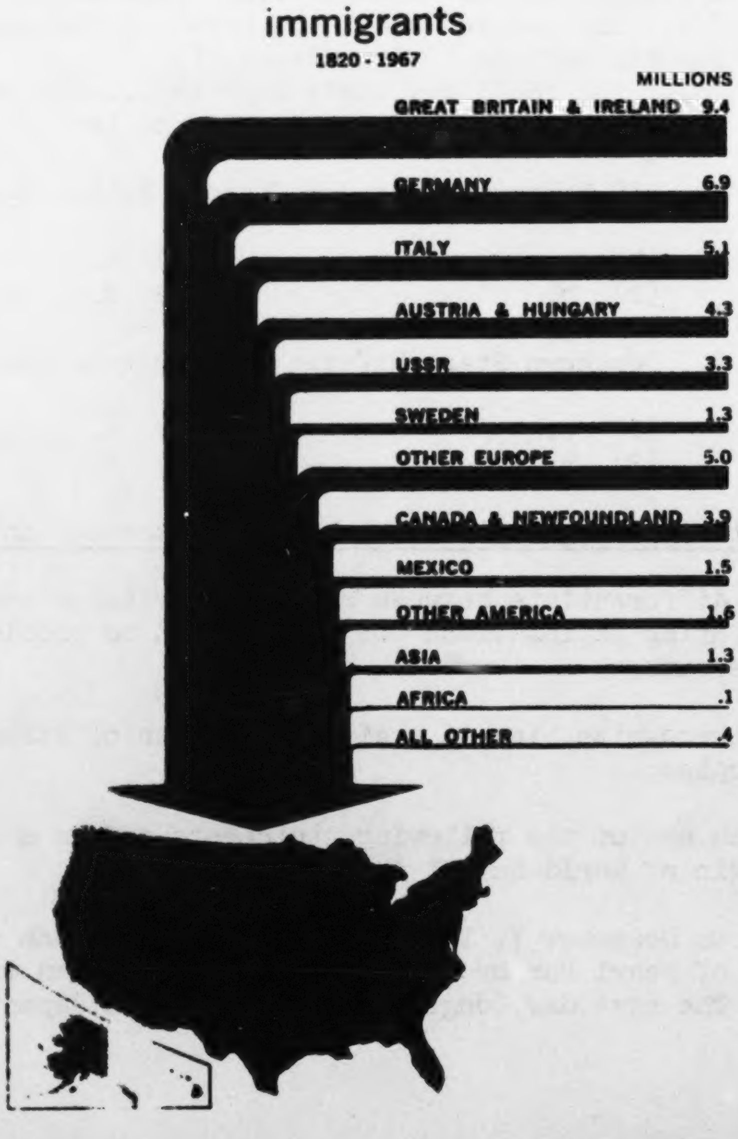


figure 38

See table 50

a. Most American immigrants came from Western Europe.
b. Most American immigrants came to the U.S. after 1940.
c. The smallest number of immigrants came to the U.S. from Latin America.
d. Most immigrants to America had a difficult time in adjusting to the new life.

D. Can explain the similarities and differences among issues, institutions, policies and events within the context of selected recurring themes in American status.
Examples:

1. During the Administration of which President did conditions in other countries least influence the United States?

   1. Woodrow Wilson
   2. Calvin Coolidge
   3. Herbert Hoover
   4. Harry Truman

2. Which of the following governmental features is not common to all state governments?

   1. A written constitution
   2. A bill of rights
   3. Three branches of government
   4. A two-house legislature

E. Can translate a principle into a concrete example
Examples:

1. Below are quotations from the United States Constitution. These are followed by newspaper headlines. For each of the headlines select the quotation from the United States Constitution which applies to that headline.

   a. "The right of the people to be secure in their persons, houses, papers ...against unreasonable searches ... shall not be violated ..." (Amendment IV)
   b. " ... no person shall be ... compelled in any criminal case to be a witness against himself ...." (Amendment V)
   c. " ... the accused shall ... have ... the assistance of counsel for his defense." (Amendment VI)
   d. " ... nor shall any state deprive ... any person within its jurisdiction the equal protection of the laws." (Amendment XIV)

      1. LSD Narcotics Suspect Charges Police Search His Apartment

         (1) a. (3) c.
         (2) b. (4) d.

      2. Southern State Refuses To Integrate Schools

         (1) a. (3) c.
         (2) b. (4) d.

II. Skills in Applying Logical Thinking, Hypotheses, and Generalizations

A. Can differentiate between objective evidence and personal bias when preparing explanations for or solution to problems, issues, policies or events.

B. Can recognize bias in a given selection of information.
Examples:

1. Which one of the following statements offers a factual account of the origin of World War II in the Pacific?

   a. On December 7, 1941 Japanese planes attack the American naval base of Pearl Harbor as well as other American military installations. The next day Congress declared war on Japan.

b. The Japanese attacked Pearl Harbor because American diplomacy was anti-Japanese.
c. Had the United States continually not opposed Japanese expansion in the Far East, then certainly Japan never would have attacked Pearl Harbor.
d. None of the above are really factual accounts.

2. Which is the least bias description of the Presidency of Lyndon B. Johnson?

a. Mr. Johnson was an outstanding President
b. Mr. Johnson helped increase Federal aid to education
c. Mr. Johnson was a poor vacillating President
d. Mr. Johnson was sometimes outstanding and sometimes a poor President

C. Can prepare explanations for or solutions to problems, issues, policies or events.
Examples:

1. New York City faces problems in:

air pollution
housing
financing
education

Select one problem and discuss one possible solution to the problem. Today, America is involved in a military struggle in Vietnam. Discuss one problem which America's military involvement has raised domestically.

D. Can demonstrate the willingness and ability to use a variety of type of evidence to support or reject explanations.
Examples:

"The real cause of the Civil War was slavery." Discuss one type of evidence which would best support this statement.

2. "The real cause of the Civil War was slavery." Which type of data would best support this statement?

a. Figures which outlined the growth of cotton production in the South.
b. Figures on the increase in the slave population in the South just prior to the Civil War.
c. Figures on the growth of abolition movement in the North and the anti-abolition movement in the South.
d. Figures on the increase of population in the North and South.

III, Skills in Developing and Analyzing Hypotheses and Generalizations.

A. Can identify the problems and their subproblems when confronted with statements of issues, policies.
Example:

1. A group of citizens issue a statement that they are in favor of community control of education.

a. Identify one problem. They are attempting to meet with their statement.
b. Discuss two problems which would develop out of their statement.

B. Can support or reject arguments, explanations and proposed solutions with statements of facts, records.
Example:

1. Give one argument for and one argument against the following statements:

a. Eighteen year olds are too immature to vote.
b. Drug addicts should be hospitalized willingly or unwillingly.
c. The draft should be eliminated.
d. People should be forced to move out of the central city to make room for business and recreation.

C. Can differentiate between relevant and irrelevant information used in support of arguments, explanations and proposed solutions.
Examples:

1. If a supporter of all volunteer army from the U.S. was organizing a speech which material would he be most likely to use?

   a. Statement on the number of guns in the United States
   b. Statement on the size of the American population
   c. Statement on America's preparedness to meet any current crisis.
   d. Statement on the size of America's navy

2. The most relevant information that a supportor of an A.B.M. program could use to support his program is

   a. Russia has a functionally ready A.B.M. system.
   b. Russia has a large population.
   c. America has a large population.
   d. America has a large army.

Affective

Any evaluation of whether the students have achieved the affective goals of the American history program is difficult but vitally important. While it is difficult to test objectively for the achievement of these goals there are techniques and questions which teachers can employ to judge whether these goals are being achieved.

Attitudes

I. Develop a respect for the democratic process.
Questions teachers should ask themselves:
Do the students listen to each other?
Do they respect each others values?
Are they willing to accept the will of the majority?
How do they treat students who dissent peacefully.

Behavior

I. Show interest in, and a concern for, the problems of interdependence and peaceful cooperation.
Questions teachers should ask themselves:
Do the students participate in student government?
Are they active outside in community organizations?
Do they actively seek to aid others who are less fortunate?
Does their behavior indicate a willingness to accept democratically arrived group values?
Do they actively follow through on projects which reflect democratic values?

PHILOSOPHY OF THE K-12 SOCIAL STUDIES PROGRAM

The curriculum revision program in history and the social sciences has been guided by several major considerations. These may be summarized as follows:

1. It emphasizes the teaching of concepts rather than the accumulation of data. The revision program has been predicated on the same theory of learning that inspired recent changes in the teaching of science and mathematics. Impetus for the program results from the conviction - held by many scholars and educators - that social studies is often inadequately taught. Much of the traditional content is at variance with current scholarship in history and the social sciences. Too often the subject is presented as a series of "facts" bearing little apparent relationship to the student's concerns and contributing little or nothing to the maturation of his intellectual powers.

If it is to be truly meaningful, instruction in history and the social sciences should focus on the development of critical thinking. The student must learn to "think as a scholar" -- to search out and deal with authentic source materials, to use techniques of inquiry and discovery, and finally, to arrive at conclusions supported by evidence. He should not be asked to accept the answers of others to questions he may not fully understand. The hope is that the student will learn to question and probe -- to formulate hypotheses and test conclusions in the light of carefully sifted evidence. He will thus be able to perceive the shortcomings of his own generalizations and to modify them accordingly. Rather than learning "facts" as ends in themselves, he will learn what the facts are, how significant they might be, and to what uses they can be put. This program does not suggest that "discovery learning" is necessarily the only route to better teaching. It does, however, pose the question of whether conceptual learning and the use of inquiry techniques offer a more satisfactory educational venture than the traditional "telling" of content.

2. It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age. We live in an era of change and challenge, a time when new and complex forces are reshaping our society. Our students must, of necessity, be receptive to change. They must recognize the sources of change and be prepared to deal effectively with issues raised by change. They must also strengthen their commitment to democratic values. Our students should be helped to appreciate not only the worth of the individual but also the importance of basic civil rights, civil liberties, and civic responsibilities.

3. It attempts to incorporate into the curriculum basic concepts drawn from the disciplines of history and the social sciences. The factual data to be derived from the study of history and the social sciences have increased enormously during the past few decades. There is now much more to be learned from each of the disciplines than any one person can possibly learn. Each discipline, nevertheless, offers a set of basic concepts variously known as "key ideas," understandings, or generalizations. These concepts provide a structure around which learning may be organized within each grade and from the prekindergarten through grade twelve. Recent educational research indicates that students can learn significant concepts at the earliest levels of instruction. They may use these concepts, moreover, to organize and apply factual information.

A list of the concepts from history and the social sciences on which this program is based may be found on pages 339 through 344 .

4. It attempts to develop skills and research techniques sequentially. The social science disciplines provide important tools for analysis and encourage the use of objective, rational methods in the study of contemporary problems. In the new program, the development of fundamental skills parallels the development of concepts. When taught functionally and in a sequential

manner, these skills enable students to relate information to key generalizations. A chart of the basic skills indicating suggested grade placements may be found on pages 345 through 348 .

5. It attempts to provide learning activities that aim at conceptualization through techniques of inquiry and discovery. Understandings are developed as pupils find, analyze, and weigh available evidence - including their own experiences - in the search for truth. In the early grades, the "discovery method" relies largely upon activities in which the child is a participant as well as upon vicarious experiences and illustrative materials such as pictures, books, films, and other media. More challenging materials and methods may be used in the middle and upper grades. Probing discussion questions, careful analysis of primary source materials, case studies of concrete social phenomena, the use of contrasting evidence to underscore man's varied social responses - these and other strategies are used to obtain pupil interest and to develop understandings. More than the usual emphasis is placed upon inductive techniques of teaching. These techniques may be used with equal advantage in the self-contained classroom, in team teaching, in independently programed study, and with both large and small groups of pupils of varying abilities.

No one method, however, is mandated for this program. Children learn in many different ways. The learning process justifies a variety of techniques or strategies and a wide range of teaching materials.

6. It emphasizes the use of multi-media resources rather than the traditional textbook. The new program requires the use of a variety of materials. Traditional textbooks invite "coverage"; they are geared to expository learning rather than inquiry and discovery. Far more useful are pupil materials which lend themselves to the process of drawing inferences and forming generalizations. These materials require students to find, analyze, and weigh evidence, and to reach conclusions. They secure pupil interest and may be used to develop basic skills and understandings.

Especially useful in the new program are the audiovisual materials of instruction - motion pictures, filmstrips, maps, globes, transparencies, 8 mm. single-concept films, programed instruction, records, tapes, pictures and other nonbook resources.

An effective program in history and the social sciences depends to a very large extent upon the use of multi-media resources. Differences in the backgrounds, abilities, interests, and learning styles of students cannot be served if only a single type of pupil material is presented.

The Basic Concepts from History and the Social Sciences.

As earlier indicated, (page337), the new program focuses on the development of significant concepts drawn from the disciplines of history and the social sciences.

The concepts listed below represent a careful distillation of key understandings which historians and social scientists associate with their respective disciplines. There is, of course, no universal agreement among scholars as to what constitutes the fundamental generalizations offered by their disciplines. The list provided reflects the concepts generally expressed in the most recent literature of the disciplines.

Although some of the concepts may be grasped without difficulty by students, the majority of the concepts require careful, systematic instruction over a long period of time before they can be understood fully. These concepts are not facts to be taught; they are goals to be reached. If students merely learn to repeat the concepts without first laying the groundwork by the study of related content -- reading, observing, inquiring, forming and testing hypotheses, reaching intuitive and tentative conclusions -- they will acquire only empty verbalisms, to be repeated without comprehension and quickly forgotten. Topics should not, therefore, be introduced by providing students with copies of the concepts.

How should we plan for conceptualization? Each teacher must decide the most effective way of introducing particular themes and related content and of motivating students to approach them with enthusiasm and purpose. As class work proceeds and as students use the materials provided, they should be encouraged to go beyond the initial step of acquiring information. They should be helped to arrive at broad interpretations; to venture intuitive speculations about meanings, implications, consequences; to check hypotheses against available facts; and to recognize the practical need at times for reaching pragmatic decisions without having all the facts. By these efforts, the class will no doubt discover many understandings in addition to those listed. If the concepts are essential to a comprehension of the discipline involved, and if the related content is actually relevant, the concepts indicated for each theme should, at some point during the study of that theme, be arrived at by the class. Of course, the exact phrasing by students will be different from the listing of basic concepts which follows:

History (H)

1. History is a continuous process leading to the present.

    a. Every event, movement, and institution has roots in the past.
    b. Customs, traditions, values, and beliefs are passed from generation to generation.
    c. Man is a product of his past.
    d. An understanding of the past helps man to comprehend the present and search into the future.

2. Historical events have multiple causes and effects.

    a. The causes and consequences of historical events are often numerous and complex.
    b. Historical events may have consequences in times and places other than their own.
    c. Though history never repeats itself exactly, similar causes tend to produce similar results.
    c. Chance and accident influence history and impose limitations on predictability.

3. The present influences our understanding of the past.

    a. Knowledge of the past is based upon artifacts, remains, written records, and oral traditions which have been selected, classified, and interpreted.
    b. The historian uses the information and interpretations of other historians to construct his own explanation of the past.
    c. Historians draw from every field of knowledge to improve their understanding of the past.
    d. Since historians tend to view the past in the light of their own times and culture, the historical record generally reflects the times and culture of the historian.
    e. Each generation must seek to rediscover, verify, and explain the past for itself.

4. Change is a constant in history.

    a. Change is an inevitable condition of life.
    b. Varying attitudes toward change produce conflict.
    c. Among the processes that have been productive of change are the movement of peoples; the transmission of the cultural heritage to succeeding generations; the appearance and diffusion of new ideas, attitudes, beliefs, and values; new inventions and discoveries; alterations in the physical environment.
    d. The tempo of change has varied in different times and places; in the recent past, change has taken place at an accelerated pace.

5. Change does not necessarily imply progress.
    a. Progress involves change toward a desired goal.
    b. The goals of society have varied in different times and places.
    c. Progress occurs as men meet the problems resulting from change with varying degrees of success.
    d. Change at variance with desired goals has also taken place.
    e. Civilizations develop as men successfully meet problems arising from change; civilizations decline and disintegrate as men fail to adapt to new circumstances.

Geography (G)

1. Most of man's activities take place on the surface of the earth; many of his activities take place below the surface of the earth; man is rapidly moving toward activities in outer space.
    a. Man's life is affected by relationships between the earth and the universe.
    b. Where man lives influences the way he lives.
    c. As population density increases, the possibility of conflict and the need for cooperation increase.
2. Earth changes man and man changes earth.
    a. Natural occurrences over which man has no control either improve or destroy life and property.
    b. Man has always used the earth's resources for living.
    c. Man must reexamine his geographic environment in light of his changing attitudes, objectives, and technical skills.
    d. Physical and human changes in one part of the world affect peoples' lives in other parts of the world.
3. Geographic factors have a significant role in the life of a nation.
    a. A nation's use of its geography depends upons its political and economic objectives.
    b. No nation is completely self-sufficient.
    c. Conflicts between nations often arise because of geographic factors.
    d. Intensive exploration of the earth and outer space is increasing international cooperation in scientific ventures.
4. Maps and globes are visual representations of the earth or parts of the earth.
    a. Mapping and map analysis are basic tools of geography.
    b. Scale establishes the relationship between what is seen on a map and the actual size and shape of the area.
    c. Map symbols help us read and interpret maps.
    d. Aerial photography is now essential in mapping the physical features and cultural development of an area.
    e. Distances are measured on the surface of the earth and above and below sea level.
5. Regions are organized on the basis of how people use their geography.
    a. A region is a section of the earth which has distinctive physical or cultural characteristics.
    b. Similar patterns of natural resources and man-made geographic features help to identify cultural areas in various parts of the world.
    c. Relationships between cultural areas tend to expand with increased technological development.
    d. The location of key sites (e.g., cities, military bases, farming regions) is based on their role in meeting the needs of the region or even the world.

Economics (E)

1. Human wants are always greater than the available resources.
   a. Relative scarcity makes it necessary to allocate available productive resources to best satisfy peoples' wants.
   b. Wants are individual and collective.
   c. Wants consist of materials, goods, and services.
   d. The economic wants of society are never satisfied.
   e. The conservation of natural resources is necessary for their future availability.

2. In any society choice determines the goods and services produced.
   a. Society must choose between competing desires in order to establish priorities for what our scarce resources can produce.
   b. Income withheld from consumption provides savings. Savings used to produce more goods become investments.
   c. The decision to produce capital goods rather than consumer goods is made possible by savings and investments.
   d. The more a country allocates for the formation of capital, the more it is able to produce
   e. When resources are used to produce particular goods, the alternative use to which those resources might have been put is the "opportunity cost."

3. Increased productivity makes possible the greater satisfaction of man's wants.
   a. Producers use human, natural, and capital resources to make goods and services.
   b. Specialization leads to great interdependence in the economy.
   c. Specialization and the division of labor make possible greater efficiency in producing goods and services.
   d. Increased interdependence brings about increased trade.
   e. Real increases in production are largely the result of an increase in the worker's ability to produce.
   f. Capital is a key factor in producing more goods.

4. Societies develop economic systems in order to allocate limited resources.
   a. Decision-making on how to use limited resources is the basis of every economic system; e.g., capitalism, socialism, communism.
   b. Economic systems must provide answers to four questions:
      1) What goods and services shall be produced?
      2) How shall goods and services be produced?
      3) How much shall be produced?
      4) Who shall receive the goods and services produced?
   c. Economic systems vary widely in their theory and practice.

5. Changes in a private enterprise economy result from decisions made by consumers, producers and/or government.
   a. In a private enterprise economy such as ours, changes in prices largely determine the use that will be made of resources. Prices are basically determined by the demand for and supply of goods and services.

   b. Consumers will generally choose to purchase with their limited income those goods and services which give them the greatest satisfaction.
   c. In order to make a profit, businessmen tend to produce those products which consumers desire most. Producers try to keep their costs of production down and their profits up.
   d. Income mainly comes from individual contributions to the production of goods or services.

- e. The level of total spending by consumers and the level of investments by businessmen play key roles in determining recessions or prosperity.
- f. Government policies of taxing, spending, borrowing, and controlling credit and money supply have powerful effects upon recessions or prosperity.
- g. The economy grows mainly as a result of decisions of consumers to spend and to save and of producers to invest. Government policies strongly affect this growth.

Political Science (P.S.)

1. Governments exist to make rules for group living.

    - a. Man develops rules and laws to live together.
    - b. Governments are established to do for the individual what he cannot do for himself.
    - c. Governments make rules to promote the interests of society.

2. Man has developed various forms of government.

    - a. Governments differ in the way power is obtained and exercised.
    - b. The nature and structure of governments change.

3. Democracy is a form of government in which ultimate power resides in the people.

    - a. Democracy has evolved from the struggles and experiences of the past.
    - b. The authority of the democratic state is limited by constitutional guarantees and traditions.
    - c. Democratic governments provide protection for the rights of individuals and minority groups.
    - d. In democracies, individuals and groups try to achieve their objectives by means of the ballot, political parties, pressure groups, and the mass media.
    - e. Democratic governments operate on the principle of majority rule.
    - f. Democratic governments have become increasingly concerned with the problem of providing equal rights and opportunities for all.
    - g. Democratic governments make distinctions between free expression of minority points of view (legal opposition) and subversion.
    - h. Democratic living entails duties and responsibilities as well as rights and privileges.
    - i. Active participation by citizens in the process of government helps insure the continuation of democracy.
    - j. Education is considered necessary for strengthening democracy.

4. Governments have grown more complex in response to changing needs and conditions.

    - a. Responsibility is allocated between national and local units of government.
    - b. National and local units of government are interrelated and interdependent.
    - c. As governments and their functions grow more complex, agencies are created to provide additional services.

5. Nations have established international organizations to resolve conflicting interests.

    - a. Nations establish diplomatic and trade relations with one another
    - b. Nations tend to resist giving up sovereign power.
    - c. Nations organize with other nations to work together to achieve common aims.

6. All men have inalienable rights. --Civil Liberties (C.L.)

   a. All men are born free and equal in dignity and rights.
   b. All men have the right to freedom of conscience and religion.
   c. All men have the right to freedom of thought, opinion, and expression.
   d. All men have the right to life, liberty, and security of person.
   e. All men are equal before the law without distinctions of any kind.
   f. All men have the right to humane treatment and may not be subjected to cruel, inhuman, or degrading punishment.
   g. All men are entitled to the protection of their property against arbitrary arrest, detention, imprisonment, or exile through due process of law.
   h. All men are entitled to the protection of their property against arbitrary acts of government.
   i. All men have the right to assemble and associate peacefully.
   j. All men have the right to vote by secret ballot in periodic and genuine elections.
   k. All men have the right to an education that will insure maximum development and fulfillment.
   l. All men have the right to work, to free choice of employment, to just and favorable working conditions, and to protection against unemployment.
   m. All men have the right to an adequate standard of living.
   n. All men have the right to participate freely in cultural life.
   o. All men have the right to a nationality, to freedom of movement, and to residence within a country.

Anthropology-Sociology (A-S)

1. Human beings are much more alike than different.

   a. All human beings belong to the same species of animal, Homo sapiens.
   b. All human beings have certain basic needs.
   c. There is no necessary relationship between ethnic differences and distinctive behavioral traits.
   d. No significant differences exist in the innate intelligence and capabilities of human beings from varying racial and ethnic backgrounds.
   e. Members of different racial groups show a considerable overlap in abilities.
   f. Racism results from attributing hereditary superiorities or inferiorities to particular ethnic groups.
   g. Racism produces prejudices and discrimination.

2. Man's present material and cultural level is an outgrowth of the accumulated knowledge and experiences of the past.

   a. Societies draw upon ideas from other cultures.
   b. The pace of technological progress and cultural development has been accelerating at an increasing rate.
   c. Technological backwardness is not characteristic of particular ethnic groups.

3. The culture in which a man lives influences his thoughts, values and actions.

   a. Societies vary in culture.
   b. No scientific basis has been uncovered for determining the superiority of one culture over another.
   c. The diversity of cultural patterns in the modern world makes cultural coexistence essential.

4. The environment in which a person lives greatly affects his opportunities for personal growth and development.

   a. Historical circumstances, not heredity, determine a people's cultural achievements.

b. Cultural contributions are not the monopoly of any ethnic group.

5. Man lives in groups.

   a. The family is the basic unit of human society.
   b. Family organization has taken different forms in different societies and at different historical periods.
   c. Man organizes many kinds of groups to meet his social needs.
   d. Group living requires cooperation within and between groups.

6. Man develops social processes and institutions to insure group survival, provide for order and stability, and adapt to the dynamics of change.

   a. To achieve its goals, every society develops its own system of values.
   b. Men and civilizations have been motivated by moral and spiritual values and beliefs.
   c. Children are taught the values, skills, knowledge, and other requirements for the continuance of society by their parents, peers, the school, and other agencies.

The Development of Skills

Fundamental to conceptual learning in history and the social sciences is the student's ability to utilize maps and globes, to locate and gather information, to solve problems, and to participate effectively in group activities. The development of such skills, as we have seen, is an important objective of this program; instruction in this area, in fact, is designed to parallel the grade-by-grade development of basic concepts.

To assist teachers in planning a sequential program of skill development, specific learning activities are presented in this bulletin which provide opportunities for the use of skills in a functional manner.

The chart that follows, which served as a guide for the skills program in this bulletin, should prove useful to teachers in lesson planning. It indicates major social studies skills and the suggested grade levels at which they should be introduced, developed, and maintained. The grade placements indicated are in consonance with recent findings regarding skills in the teaching-learning process. These placements, however, should be modified to fit the needs, abilities, and prior experiences of individual pupils and classes. Teachers may find it necessary to reteach specific skills at various grade levels.

SKILLS IN THE HISTORY AND SOCIAL SCIENCES PROGRAM

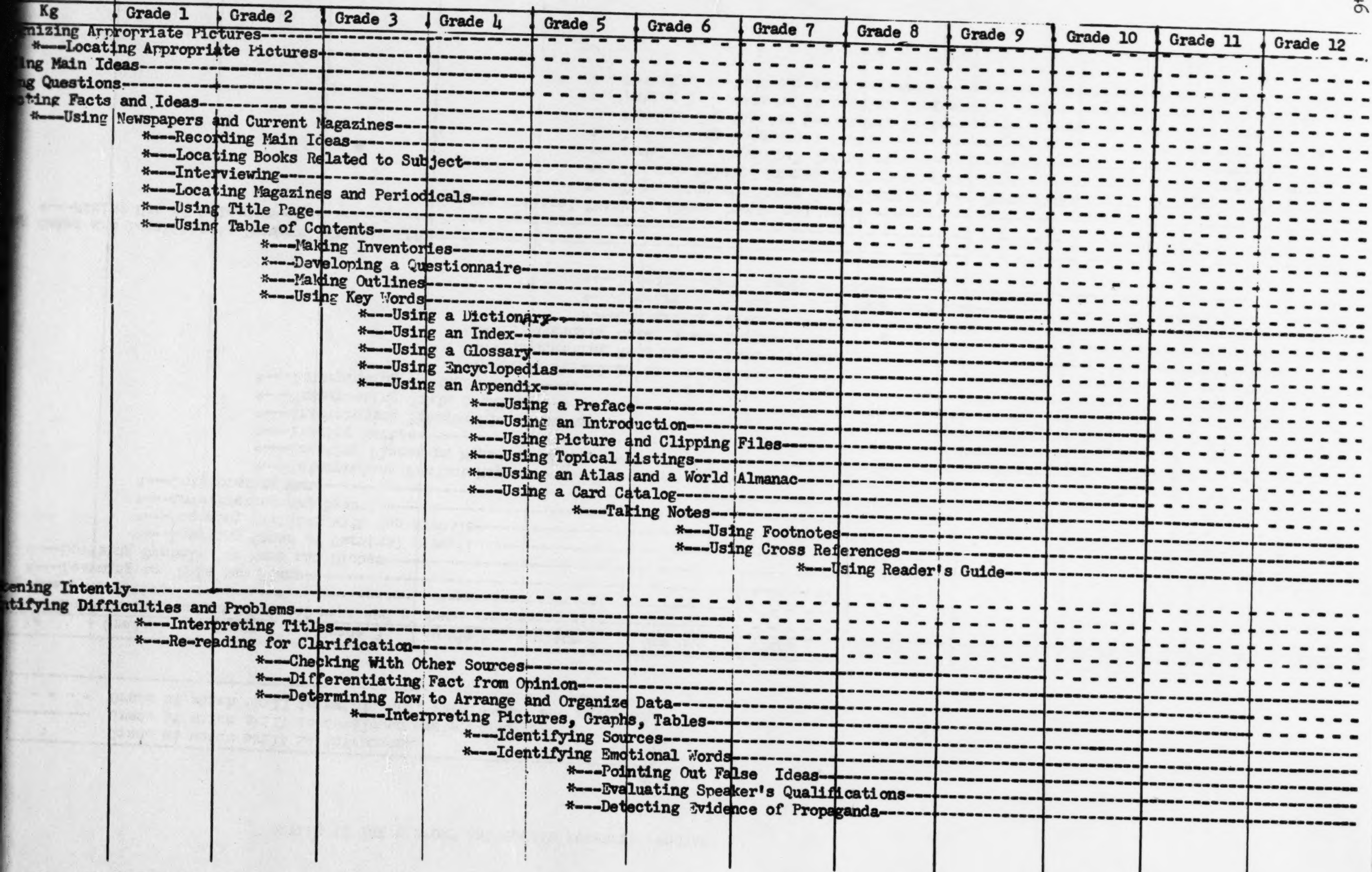
* Grade at which skill is introduced.
——— Grade at which skill is developed systematically.
- - - - Grade at which skill is maintained, reenforced, and extended.

	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Recognizing various kinds of maps and globes	*	———	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -	- - -
ting One's Direction	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -	- - -
Learning to Make Map Plans	*	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -
Devising Symbols for Maps and Globes	*	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -
Learning Names of Cardinal Directions		*	———	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -
Becoming Familiar with Map Symbols		*	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
Interpreting Map Symbols		*	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
Interpreting Maps		*	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
Interpreting Product Maps			*	———	———	———	———	———	———	- - -	- - -	- - -	- - -
Locating Places on Maps and Globes			*	———	———	———	———	———	———	———	- - -	- - -	- - -
Tracing Routes			*	———	———	———	———	———	———	———	- - -	- - -	- - -
Interpreting Topographic Features			*	———	———	———	———	———	———	———	- - -	- - -	- - -
Interpreting Scale of Miles			*	———	———	———	———	———	———	———	- - -	- - -	- - -
Interpreting Weather Maps			*	———	———	———	———	———	———	———	———	———	- - -
Using Parallels and Meridians					*	———	———	———	———	———	———	———	- - -
Interpreting Road Maps - Town - State					*	———	———	———	———	———	———	———	- - -
Interpreting Outer Space Maps					*	———	———	———	———	———	———	———	———
Converting Degree of Latitude into Miles						*	———	———	———	———	———	———	———
Converting Degree of Longitude into Time						*	———	———	———	———	———	———	———
Reading Polar Projection Maps						*	———	———	———	———	———	———	———
ing Dates and Locations to Personal Experiences	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
Making Use of Calendar	*	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
Developing Critical Thinking About Events and Dates				*	———	———	———	———	———	———	———	———	———
Developing and Using Vocabulary of Time Expressions						*	———	———	———	———	———	———	———
Placing Related Events in Chronological Order						*	———	———	———	———	———	———	———
Developing Numerical Chronology						*	———	———	———	———	———	———	———
Recognizing Geographic Facts						*	———	———	———	———	———	———	———
Classifying Similar Geographic Facts						*	———	———	———	———	———	———	———
Making Associations of Similar Geographic Facts						*	———	———	———	———	———	———	———
Establishing a Geographic Region						*	———	———	———	———	———	———	———

SKILLS IN THE HISTORY AND SOCIAL SCIENCES PROGRAM

*	Grade at which skill is introduced.
———	Grade at which skill is developed systematically.
- - - -	Grade at which skill is maintained, reenforced, and extended.

		Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
SPECIFIC MAP AND GLOBE SKILLS	Recognizing various kinds of maps and globes		*———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
	Orienting One's Direction	*———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
	Learning to Make Map Plans		*———	———	———	———	———	———	———	———	- - -	- - -	- - -
	Devising Symbols for Maps and Globes		*———	———	———	———	———	———	———	———	- - -	- - -	- - -
	Learning Names of Cardinal Directions			*———	———	———	———	———	———	———	- - -	- - -	- - -
	Becoming Familiar with Map Symbols			*———	———	———	———	———	———	———	———	- - -	- - -
	Interpreting Map Symbols			*———	———	———	———	———	———	———	———	- - -	- - -
	Interpreting Maps			*———	———	———	———	———	———	———	———	- - -	- - -
	Interpreting Product Maps				*———	———	———	———	———	———	———	- - -	- - -
	Locating Places on Maps and Globes				*———	———	———	———	———	———	———	———	- - -
	Tracing Routes				*———	———	———	———	———	———	———	———	- - -
	Interpreting Topographic Features				*———	———	———	———	———	———	———	———	- - -
	Interpreting Scale of Miles				*———	———	———	———	———	———	———	———	- - -
	Interpreting Weather Maps				*———	———	———	———	———	———	———	———	———
	Using Parallels and Meridians						*———	———	———	———	———	———	———
	Interpreting Road Maps - Town - State						*———	———	———	———	———	———	———
	Interpreting Outer Space Maps						*———	———	———	———	———	———	———
	Converting Degree of Latitude into Miles							*———	———	———	———	———	———
	Converting Degree of Longitude into Time							*———	———	———	———	———	———
	Reading Polar Projection Maps							*———	———	———	———	———	———
TIME AND SPATIAL RELATION-SHIP SKILLS	Relating Dates and Locations to Personal Experiences	*———	———	———	———	———	———	———	———	———	———	- - -	- - -
	Making Use of Calendar		*———	———	———	———	———	———	———	———	———	- - -	- - -
	Developing Critical Thinking About Events and Dates					*———	———	———	———	———	———	———	———
	Developing and Using Vocabulary of Time Expressions							*———	———	———	———	———	———
	Placing Related Events in Chronological Order							*———	———	———	———	———	———
	Developing Numerical Chronology							*———	———	———	———	———	———
	Recognizing Geographic Facts							*———	———	———	———	———	———
	Classifying Similar Geographic Facts							*———	———	———	———	———	———
	Making Associations of Similar Geographic Facts							*———	———	———	———	———	———
	Establishing a Geographic Region							*———	———	———	———	———	———



Kg | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12

nizing Appropriate Pictures
*---Locating Appropriate Pictures
ing Main Ideas
ng Questions
ting Facts and Ideas
*---Using Newspapers and Current Magazines
*---Recording Main Ideas
*---Locating Books Related to Subject
*---Interviewing
*---Locating Magazines and Periodicals
*---Using Title Page
*---Using Table of Contents
*---Making Inventories
*---Developing a Questionnaire
*---Making Outlines
*---Using Key Words
*---Using a Dictionary
*---Using an Index
*---Using a Glossary
*---Using Encyclopedias
*---Using an Appendix
*---Using a Preface
*---Using an Introduction
*---Using Picture and Clipping Files
*---Using Topical Listings
*---Using an Atlas and a World Almanac
*---Using a Card Catalog
*---Taking Notes
*---Using Footnotes
*---Using Cross References
*---Using Reader's Guide
ening Intently
tifying Difficulties and Problems
*---Interpreting Titles
*---Re-reading for Clarification
*---Checking With Other Sources
*---Differentiating Fact from Opinion
*---Determining How to Arrange and Organize Data
*---Interpreting Pictures, Graphs, Tables
*---Identifying Sources
*---Identifying Emotional Words
*---Pointing Out False Ideas
*---Evaluating Speaker's Qualifications
*---Detecting Evidence of Propaganda

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
SKILLS IN LOCATING AND GATHERING INFORMATION	*---Recognizing Appropriate Pictures												
		*---Locating Appropriate Pictures											
	*---Telling Main Ideas												
	*---Asking Questions												
	*---Selecting Facts and Ideas												
		*---Using Newspapers and Current Magazines											
			*---Recording Main Ideas										
			*---Locating Books Related to Subject										
			*---Interviewing										
			*---Locating Magazines and Periodicals										
			*---Using Title Page										
			*---Using Table of Contents										
				*---Making Inventories									
				*---Developing a Questionnaire									
				*---Making Outlines									
				*---Using Key Words									
					*---Using a Dictionary								
					*---Using an Index								
					*---Using a Glossary								
					*---Using Encyclopedias								
					*---Using an Appendix								
						*---Using a Preface							
						*---Using an Introduction							
						*---Using Picture and Clipping Files							
						*---Using Topical Listings							
						*---Using an Atlas and a World Almanac							
						*---Using a Card Catalog							
							*---Taking Notes						
								*---Using Footnotes					
								*---Using Cross References					
									*---Using Reader's Guide				
SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING (A) Analyzing and evaluating information	*---Listening Intently												
	*---Identifying Difficulties and Problems												
			*---Interpreting Titles										
			*---Re-reading for Clarification										
				*---Checking With Other Sources									
				*---Differentiating Fact from Opinion									
				*---Determining How to Arrange and Organize Data									
					*---Interpreting Pictures, Graphs, Tables								
						*---Identifying Sources							
						*---Identifying Emotional Words							
							*---Pointing Out False Ideas						
							*---Evaluating Speaker's Qualifications						
							*---Detecting Evidence of Propaganda						

	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ounting Experiences	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
*---Placing Ideas in Order		———	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -	- - -
*---Following Directions		———	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -	- - -
*---Separating Relevant From Unrelated Ideas		———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
*---Keeping to the Point		———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
*---Selecting Appropriate Titles		———	———	———	———	———	———	———	- - -	- - -	- - -	- - -	- - -
*---Listing			———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
*---Using Technical Terms			———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
*---Describing Important People and Events				———	———	———	———	———	———	———	———	- - -	- - -
*---Using Outlines				———	———	———	———	———	———	———	———	- - -	- - -
*---Grouping Related Ideas				———	———	———	———	———	———	———	———	- - -	- - -
*---Distinguishing Main Points					———	———	———	———	———	———	———	———	- - -
*---Placing Events in Sequence					———	———	———	———	———	———	———	———	- - -
*---Defining and Introducing a Topic					———	———	———	———	———	———	———	———	———
*---Using Topic Sentences					———	———	———	———	———	———	———	———	———
*---Checking Meaning of Vocabulary					———	———	———	———	———	———	———	———	———
*---Presenting Conflicting Views and Statements					———	———	———	———	———	———	———	———	———
*---Skimming and Summarizing Materials					———	———	———	———	———	———	———	———	———
*---Making Bibliographies						———	———	———	———	———	———	———	———
*---Making Footnotes							———	———	———	———	———	———	———
*---Seeing Rights as a Majority Rule Principle	———	———	———	———	———	———	———	———	———	———	———	———	———
*---Seeing Cause and Effect Relationships			———	———	———	———	———	———	———	———	———	———	———
paring Problems With Previous Experiences	———	———	———	———	———	———	———	———	———	———	———	———	———
ognizing What Inferences May Be Made	———	———	———	———	———	———	———	———	———	———	———	———	———
*---Suggesting Solutions				———	———	———	———	———	———	———	———	———	———
*---Discovering Compromise That Enables Progress Without Destroying Basic Rights and Institutions					———	———	———	———	———	———	———	———	———
ging in Fair Play	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
ing Turns	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
lowing Rules and Laws	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
tening to Reason	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
*---Withholding Judgment Until Facts Are Known	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
erving Actions of Others	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
eloping Courteous Behavior	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
rning How to Disagree	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
ing and Accepting Constructive Criticism	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
ding Ways to Include Newcomers	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
*---Introducing People	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
ting People	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
ning and Contributing Ideas	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -
ding Responsibilities	———	———	———	———	———	———	———	———	———	- - -	- - -	- - -	- - -

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grad
(B)Organizing ideas	*---Recounting Experiences												
			*---Placing Ideas in Order										
			*---Following Directions										
			*---Separating Relevant From Unrelated Ideas										
			*---Keeping to the Point										
			*---Selecting Appropriate Titles										
				*---Listing									
				*---Using Technical Terms									
					*---Describing Important People and Events								
					*---Using Outlines								
					*---Grouping Related Ideas								
						*---Distinguishing Main Points							
						*---Placing Events in Sequence							
						*---Defining and Introducing a Topic							
						*---Using Topic Sentences							
						*---Checking Meaning of Vocabulary							
						*---Presenting Conflicting Views and Statements							
						*---Skimming and Summarizing Materials							
							*---Making Bibliographies						
								*---Making Footnotes					
(C)Reaching a constructive compromise		*---Seeing Rights as a Majority Rule Principle											
				*---Seeing Cause and Effect Relationships									
	*---Comparing Problems With Previous Experiences												
	*---Recognizing What Inferences May Be Made												
					*---Suggesting Solutions								
						*---Discovering Compromise That Enables Progress Without Destroying Basic Rights and Institutions							
SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION	*---Engaging in Fair Play												
	*---Taking Turns												
	*---Following Rules and Laws												
	*---Listening to Reason												
		*---Withholding Judgment Until Facts Are Known											
	*---Observing Actions of Others												
	*---Developing Courteous Behavior												
	*---Learning How to Disagree												
	*---Giving and Accepting Constructive Criticism												
	*---Finding Ways to Include Newcomers												
		*---Introducing People											
	*---Inviting People												
	*---Planning and Contributing Ideas												
	*---Dividing Responsibilities												

Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Keeping to the Task	----------	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -
Showing Appreciation of Others' Efforts	----------	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -
Making Choices and Decisions	----------	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -
	*---Handling Interruptions	----------	----------	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -
	*---Suggesting Alternatives	----------	----------	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -
	*---Anticipating Consequences of Group Discussion or Action	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------
		*---Defending a Report	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------
			*---Suggesting Means of Group Evaluation	----------	----------	----------	----------	----------	----------	----------	----------	----------
				*---Following Parliamentary Procedure	----------	----------	----------	----------	----------	----------	----------	----------

d from: The State of Wisconsin Social Studies Program, 1964
Thirty-third Yearbook, National Council for the Social Studies

Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
*---Keeping to the Task	------	------	------	------	------	------	------	------	------	- - -	- - -	- - -
*---Showing Appreciation of Others' Efforts	------	------	------	------	------	------	------	------	------	- - -	- - -	- - -
*---Making Choices and Decisions	------	------	------	------	------	------	------	------	------	------	------	- - -
		*---Handling Interruptions	------	------	------	------	------	------	------	------	------	- - -
		*---Suggesting Alternatives	------	------	------	------	------	------	------	------	------	- - -
		*---Anticipating Consequences of Group Discussion or Action	------	------	------	------	------	------	------	------	------	------
			*---Defending a Report	------	------	------	------	------	------	------	------	------
				*---Suggesting Means of Group Evaluation	------	------	------	------	------	------	------	------
					*---Following Parliamentary Procedure	------	------	------	------	------	------	------

Adapted from: The State of Wisconsin Social Studies Program, 1964
Thirty-third Yearbook, National Council for the Social Studies

Scope and Sequence, Prekindergarten Through Grade Twelve

Unlike earlier revisions in this curriculum area, the new program in history and the social sciences is predicated upon a carefully articulated scope and sequence for all grades in our school system. A major objective in the development of the program has been the elimination of cycles involving the unnecessary repetition of content at each school level.

The scope and sequence provides for an unusual degree of flexibility in the selection of themes and pertinent case studies. In grade three, for example, each of the first five themes may be developed in terms of comparative case studies of cultures other than those indicated in parenthesis. In grades five and six, provisions are made for extending the courses of study in such a way as to meet the special needs and interest of students within a district, school, or class. In both grades, basic learnings from the initial themes are applied on a selective basis to the study of additional themes. In the second semester of grade twelve, the school may offer one or more of a variety of courses.

Unless otherwise indicated, it is expected that all themes listed for a particular grade be developed during the course of the year's work. The order in which themes are presented, however, may be altered to suit special needs and circumstances.

PREKINDERGARTEN: ORIENTATION TO THE WORLD IN WHICH WE LIVE

A. Developing Individuality And Self-Respect
B. Relating To People
C. Participating In Responsibilities And Anticipating Future Rewards
D. Observing How Weather Changes Affect What We Do
E. Realizing That Some People and Places Are Nearby And Some Are Far Away
F. Understanding That Some Days Are Special Days

KINDERGARTEN: THE CHILD IN HIS HOME AND SCHOOL ENVIRONMENT

A. We Live Together In The Classroom
B. We Live Together In The School And Its Environment
C. How The Family Meets Its Needs
D. Some Needs Are Met By People Far Away
E. We Adapt To Change
F. We Observe Special Days Together At Home And In School

GRADE 1: LIVING TOGETHER IN THE COMMUNITY

A. People Live In Groups
B. Many Workers Supply Many Services
C. Government Supplies Services To Meet People's Needs
D. Communities Are Interdependent
E. Changes Occur In The Community
F. Communities Observe Special Days

GRADE 2: HOW PEOPLE LIVE IN CITY COMMUNITIES AROUND THE WORLD

A. How People Live In And Around New York City
B. How People Live In Other Cities In The United States
C. How People Live In Other Cities Of The World
D. Communication Brings People Of The World Closer Together
E. Transportation Brings People Closer Together
F. People Around The World Observe Special Days And Customs

GRADE 3: CULTURES AROUND THE WORLD

(Note: Comparative case studies of selected cultural groups are used in Theme A - E.)

A. How People Live in the Tropical Rainforest
B. How People Live in the Desert
C. How People Live in Grasslands
D. How People Live in Northern Forests
E. How People Live in Mountain Regions
F. How Man Shows His Inventiveness
G. How We Practice Good Citizenship

GRADE 4: AMERICAN PEOPLE AND LEADERS: HOW THE UNITED STATES BEGAN AND GREW

(Biographical Studies of Leaders and Ethnic Contributions)

A. How People Discovered and Explored The Americas
B. How People Settled and Developed Colonies in North America
C. How People Established The United States of America
D. How People Developed Our Nation (to 1900)
E. How People Have Been Leading Us Into The Great Society (since 1900)

GRADE 5: OUR WORLD: GEOGRAPHIC AND ECONOMIC STUDIES

(Note: Grades 5 and 6 comprise a two-year sequence)

A. How The People Of The United States Use Their Geography
B. What The People Of Canada Are Doing With Their Geography
C. How Latin Americans Use Modern Technology
D. How The People Of Europe Are Developing New Economic Relationships In The Light Of Modern Geography
(Select one of the following two themes)
E. How The People Of Asia Are Using Their Geography
F. How The People Of Africa Are Using Their Geography

GRADE 6: OUR WORLD: EARLY CIVILIZATIONS

A. How We Learn About The Past
B. How Modern Man Developed
C. How Western Civilization Developed
(Select two of the following four themes)
D. How Civilization Developed in India
E. How Civilization Developed in China
F. How Civilization Developed in Pre- Columbian America
G. How Civilization Developed in Africa

GRADE 7: AMERICAN HISTORY

A. Why People Moved To The New World (1492-1775)
B. How Permanent Settlements Were Formed in The New World (1607-1775)
C. How The Thirteen Colonies Became One Nation (1660-1789)
D. How America Grew In A Changing Political Climate (1783-1890)
E. How American Democracy Changed In Response To The Needs Of The Twentieth Century (1890 To The Present)

GRADE 8: URBAN GROWTH: CHALLENGES OF A CHANGING SOCIETY

A. Case Study Of The New York Metropolitan Area
B. Urbanization In New York State
C. Urbanization At Home And Abroad
D. Changing Role Of Federalism In Urban America

GRADE 9: WORLD STUDIES: EASTERN CIVILIZATION - REGIONAL STUDIES

(Note: Grades 9 and 10 comprise a two-year sequence in World Studies)

A. Japan
B. Communist China
C. Southeast Asia
D. The Subcontinent of India
E. The Middle East and Moslem Society
F. Sub-Saharan Africa
G. Union of Soviet Socialist Republics: Bridge Between East and West

GRADE 10: WORLD STUDIES: WESTERN CIVILIZATION -- HISTORY AND CULTURE

A. The Emergence of Modern Europe (From The Renaissance To The Rise Of National States)
B. The Industrial Revolution
C. The Growth Of Democracy
D. Nationalism
E. Rise And Decline Of Colonialism
F. Life, Art, Science And Thought In The Nineteenth Century
G. Problems of War And Peace
H. Live, Art, Science And Thought In The Twentieth Century
I. Current Problems

GRADE 11: AMERICAN STUDIES

A. The Development Of Self-Government In The United States
B. The American People: A Pluralistic Society
C. We Live Together: Social And Cultural Development Of The American Nation
D. Our Nation As A World Power

GRADE 12: FIRST SEMESTER: ECONOMICS

A. An Introduction To Economics And Economic Problems
B. New Methods Of Production Have Led To Improved Living Standards
C. How The Market System Allocates And Distributes Resources
D. How Income Is Distributed In A Market Economy
E. How We Try to Maintain A Growing And Stable Economy
F. Comparative Economic Systems
G. Persistent Economic Problems

GRADE 12: SECOND SEMESTER: ONE OF THE FOLLOWING COURSES

Problems of Democracy, Modern World Problems, Advanced Placement Courses, Introduction To The Behavioral Sciences, Metropolitan Studies, Modern Geography, African Studies, Asian Studies, Latin American Studies , Afro-American History, Ethnic Studies

FEEDBACK REPORT - COURSE OF STUDY -- PRELIMINARY **FORM A**

TO: Teachers and Supervisors in Pilot Schools and Other Personnel Concerned with Evaluation of Curriculum Materials

DIRECTIONS

Some evaluators may wish to write anecdotal records and personal annotations directly on the Preliminary materials. You may submit these with this report and a new copy of the materials will be returned to you.

*If any of your answers to questions 1-5 are No, please indicate specific reasons, suggestions or recommendations for remedying condition.

1. Were the themes satisfactory? Yes___ No___*
2. Did the content outline provide minimal knowledge and information? Yes___ No___*
3. Could you develop concepts suggested for each theme? Yes___ No___*
4. Did the concepts from the disciplines spiral from the previous grade? Yes___ No___*
5. Were the outcomes realizable for most of the class? Yes___ No___*
   - a. Understandings? Yes___ No___*
   - b. Attitudes and appreciations? Yes___ No___*
   - c. Skills? Yes___ No___*
6. Please indicate specific additional comments, suggestions and recommendations with reference to overall course of study and individual themes and subsections.

(You may use other side and additional sheets)

COURSE OF STUDY - GRADE ________

Prepared by ____
(name) (school) (position or license)

Pilot teacher ____________________

Supervisor ____________________

Other ____________________

Return to: Dr. Leonard W. Ingraham, Director
Bureau of Social Studies
131 Livingston Street
Brooklyn, New York 11201

Feedback Report Due April 30, 1971

FEEDBACK REPORT - LEARNING ACTIVITIES — PRELIMINARY

FORM B
(Page 1)

To: Teachers and Supervisors in Pilot Schools and Other Personnel Concerned with Evaluation of Curriculum

DIRECTIONS

Some evaluators may wish to keep an anecdotal record and personal annotations on the Preliminary Materials. You may submit these with this report together with Learning Activities you developed. A new copy will be returned to you.

If any of your answers to questions 1-7 are No, will you please indicate specific reasons, suggestions or recommendations for remedying the condition.

1. Were the Emphases for each theme clear? Yes___ No___*

2. Were students able to derive concept(s) from the activities? Yes___ No___*

3. Were Inquiry and Discovery techniques used where possible? Yes___ No___*

4. Were the suggested activities and approaches concrete enough? Yes___ No___*

5. Was there an adequate number of:

Lesson plans? Yes___ No___*

Studies in depth? Yes___ No___*

Problems? Yes___ No___*

Questions? Yes___ No___*

Exercises on methodology of a discipline? Yes___ No___*

Exercises on Skills Yes___ No___*

Provisions for individual differences Yes___ No___*

Exercises on formulation of hypotheses, the making of inferences, etc. Yes___ No___*

6. Were the evaluative suggestions satisfactory for

Knowledge and skills (cognitive)? Yes___ No___*

Attitudes, appreciations and values (affective)? Yes___ No___*